CAREERS FOR WOMEN

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CAREERS FOR WOMEN

EDITED BY

CATHERINE FILENE

DIRECTOR INTERCOLLEGIATE VOCATIONAL
GUIDANCE ASSOCIATION

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U . S . A

PREFATORY NOTE

This compilation is the result of the demand for vocational information to help the youth of the country in its choice of a life career.

The value of this form of vocational guidance lies in its power to prepare one for the responsibilities of economic life by making the facts about the various means of livelihood available. Greater knowledge creates greater efficiency and human happiness, as it tends to eliminate the extra and unnecessary time spent in discovering the best place for one's ability. Lack of knowledge of the opportunities for work results in a waste of time and energy which reacts on production and on society itself. Even though the youth may never intend to work, a knowledge of the opportunities for service is of great social value.

It is a function of education to contribute to human efficiency in economic production and this is being accomplished largely through broad vocational education. Modern educators realize the need for vocational education, and the result is that vocational guidance and vocational training are being introduced into all branches of school life. Grade schools, high schools, and colleges are appointing vocational advisors as members of their staffs, whose duties involve counseling with individuals to help them discover their potentialities and influence them to continue their schooling when necessary so that they may become better fitted for work. The large numbers withdrawing before they reach the secondary schools do so because of lack of interest rather than economic pressure. This throws the responsibility on those who create school curricula. Our school programme should be fitted to the needs of the community. With vocational advisors in schools such facts as are contained in this book will be common knowledge, and the result will be a decrease in the number of "square pegs for round holes" in proportion to the amount of vocational information and training made available.

It is hoped that this book will be of value to high-school and college women, and if it is of service in any of the ways suggested above, its justification is assured. It does not attempt completeness but it is hoped that the material contained in these pages will be of help and encouragement to those who are uncertain both about the work they want to do and the preparation which will have the most direct bearing on the career they choose; to those who wish to be informed as to what is being accomplished by women; to classes in schools and colleges devoted to the study of occupations. The number of these classes is rapidly increasing and their value cannot be overestimated.

The articles contained herein were written expressly for this book and have not appeared elsewhere. I have compiled them while Director of the Intercollegiate Vocational Guidance Association. This organization had its inception at Wheaton College, Norton, Massachusetts, in 1917, at which time the undergraduates invited delegates from other colleges to meet with them to discuss what was being done to acquaint students with the opportunities for work open to them after graduation. The meeting proved so helpful that the group decided to meet again the next year to report on developments stimulated by the first conference. The Third Intercollegiate Conference on Vocations for Women was held at Radcliffe College, in 1919, and in 1920 the Fourth Conference was held at Cornell University. The Fifth Conference is to be held at the University of Pittsburgh in the fall of 1920. The membership at present includes fifty women's colleges and universities located in all parts of the United States. The purpose of this Association is to stimulate interest in vocational guidance; facilitate the interchange of vocational information; promote the organization of undergraduate committees for the study of vocational opportunities for college women, and to further the coöperation between appointment bureaus and students.

This is accomplished by holding annual conferences to which members send delegates to discuss progress and programmes and to hear prominent speakers on practical and theoretical vocational topics. In addition to this, sectional conferences are held and interest is stimulated for conferences at each college for the benefit of its students. The Association also maintains a clearing-house for vocational information and assists in planning conferences.

Sincere thanks are due to all those who have contributed to this volume and whose interest and coöperation have made this collection, the first of its kind in this country, possible. Greatest appreciation for their faith and helpfulness in this work is due to my mother and father, Mrs. and Mr. A. Lincoln Filene. The active interest of my father in educational progress and his appreciation of the social significance of vocational education have been an invaluable background for me.

Acknowledgment, also, should be made to Dr. John M. Brewer, of Harvard University; Mr. Meyer Bloomfield; Mrs. Ethel M. Baker, and to the following organizations, The Bureau of Vocational Information, The Woman's National Farm and Garden Association, New York State Agricultural College, Massachusetts Agricultural College, The National Social Workers' Exchange, for their assistance and encouragement.

CATHERINE FILENE

September, 1920

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CAREERS FOR WOMEN

⁂

ACCOUNTING

THE PUBLIC ACCOUNTANT

LENA MENDELSOHN, C.P.A.
Member American Institute of Accountants
Member of firm of L. E. Mendelsohn & Co., Boston

Description of occupation

It is perfectly reasonable to assume that women will become associated with the practice of accountancy since they are entering nearly every known profession. So far as professional recognition is concerned, accountancy is still comparatively young in this country, but it has already set high standards, — largely through the organized efforts of the American Institute of Accountants. The Institute welcomes eligible women as freely as it does eligible men. So far, however, only five women have acquired this seal of professional approval.

It is hard to describe accountancy as an occupation because the field of activity is so broad and the actual work done is so varied in scope, depending largely upon the accountant's standing in the profession. For the following description, I am quoting Harold Dudley Greeley, C.P.A., of New York:

"Accountancy is a profession the members of which undertake to record, present, or verify all transactions concerning money values. The persons who practice this profession are known as accountants.

"The work of accountancy falls into two main divisions. First, there is the reviewing of records of past transactions, which includes audits to determine the financial condition or earnings of a business or the fidelity of employees, and special investigations to determine any desired information as to financial, operative, or organization conditions. Secondly, there is the designing of records and procedures for future transactions, which includes the devising and installing of systems to record financial and operative facts and to promote efficiency in organization, financing, and operation.

"Just as there are engineers, electrical, mechanical, civil, in the private employ of businesses, so there are accountants similarly in private employ. Such an accountant sometimes is called a comptroller, treasurer, auditor, accountant, vice-president. Just as there are engineers in public practice who hold themselves ready to advise any person who may seek professional advice, so there are accountants similarly in public practice. Such accountants are known as public accountants, or auditors, or expert accountants, or the like.

"For the protection of the public, most of our States provide that if a public accountant has certain educational qualifications and will pass a state examination as to his professional ability, he may designate himself as a certified public accountant. By far the greatest amount of public practice in both volume and importance is conducted by certified public accountants."

From the foregoing outline concerning the scope of the accountant's work, it is evident that an accounting organization of good standing must employ men of first-class technical training and business experience in order that they may be able to cover well this constantly broadening field of activity. There is no question that the field *is* broadening and that the standards of efficiency will grow higher with passing years.

Considering everything, one need not be surprised that it has been — and still is — difficult for women to become established in the profession. It takes many years of training and experience for even men to become highly efficient accountants, notwithstanding the fact that they have behind them the traditions of centuries of business training and experience. Even with first-class technical school training, the man who wishes to get good practical experience with a well-organized accounting firm often serves a two-year apprenticeship as a junior before he is promoted to higher rank. The junior usually does the mechanical work like verifying additions, checking postings, listing securities, etc. So far, very few accounting organizations employ women, even as juniors. In rare cases it may occur that an especially able woman, employed in the office, is sent out on a case.

However, many large accounting firms *do* employ women in their offices for work in connection with the preparation of reports for clients. Able women who aspire to become accountants and who are prepared to pay the most careful attention to details in order that great accuracy may be assured, will find in this particular kind of work an excellent starting-point in the office of any well-organized accounting firm. This work covers a very careful examination of all typed reports, and the comparison — word by word, and figure by figure — of these typed reports with the original reports as prepared by the accountants. The work requires keen observation of details and close concentration, but, once mastered, offers to the woman who is really in earnest unlimited opportunity in the way of constructive information concerning various types of business organization, and knowledge of how to present facts and figures in logical and approved form.

Another opportunity is offered in Income Tax work which women are successfully doing in the offices of some accountants.

Preparation or training necessary

THE preparation required for the practice of accountancy may be summed up as follows:

At least a high-school education or its equivalent. A general college training will prove helpful, although it is not always essential to success. In addition to the high-school or college training, a course of study must be completed in a recognized school of accountancy. Practical experience, gained preferably through apprenticeship, is absolutely essential.

When general college training does precede that of the technical school, undergraduate courses should include enough mathematics to acquire a good working knowledge of algebra, economics, industrial history of the United States and of Europe, money and banking, and other courses of like nature are desirable.

In addition to all the well-known universities throughout the country, nearly every one of which has a department of commerce and business administration which includes training in accountancy, there are the various Y.M.C.A. schools of commerce.

Among private schools, I mention the three endorsed by the American Institute of Accountants through the official bulletin of the Committee on Education. These schools are:

Walton School of Commerce.
Pace and Pace.
Alexander Hamilton Institute.

Opportunity for advancement

WHILE it is true at present that opportunities for women are somewhat restricted so far as outside work is concerned, it seems to be the opinion of reputable accountants that not only is there a good field of work for the right type of woman, in the sort of office work described under "Occupation," and through which she can in time make herself a valuable member of the staff, but there is also good opportunity for women to establish clientèles of their own. Several have already done so in New York and other cities, and these women are doing well.

Financial return

So far as compensation is concerned, the minimum salary paid to women in accountants' offices seems to be about $1200 per year. The maximum cannot be stated specifically. In New York there are a few women employed in the offices of large accounting firms who receive salaries of from fifty to sixty dollars per week. In one organization a woman has, through remarkable efficiency, made herself so valuable that she holds a partnership interest.

Qualifications desirable for success

Aside from the fundamental virtues, such as character and integrity, and aside from the personal attributes, such as tact and adaptability, all of which are needed to insure success in any field of activity, the most important qualifications may be said, under "Natural," to divide themselves into two divisions: mental and temperamental.

Under "mental" there must be the scientific mind, i.e. orderly, classifying (take nothing for granted type), yet, with a touch of truly feminine intuition which enables her to divine the answer.

Under "temperamental": patience, thoroughness, self-control, appreciation of the value of time, a degree of philosophy and introspection; quantitative rather than qualitative thinking.

Advantages and disadvantages

Largely connected with outside work are the opportunities that come to the successful accountant to study various types of business organization and to meet men at the head of such organizations. So far, these opportunities have hardly been opened to women accountants.

However, it is absolutely true that a thorough knowledge of bookkeeping and accountancy is something that women can market immediately at a good salary.

Perhaps the greatest disadvantage of all lies in the present attitude of the public, due to its lack of confidence in woman's business experience and judgment, as related to accountancy in its broad sense. So far as the work itself is concerned, one disadvantage lies in the need of frequent traveling. In office work, on the other hand, there are long hours and hard work.

Suggested reading

"Applied Theory of Accounts" — Esquerré.
"Accounting Theory and Practice" (2 vols.) — Kester.
"Business Accounting. Theory and Practice of Cost Accounting." (5 vols.) — Edited by Harold Dudley Greeley.
"Auditing Theory and Practice" — Montgomery.
"Cost Accounting" — Nicholson-Rohrbach.
"Corporate Organization and Management" — Conyngton.
"Mathematics for the Accountant" — Vinal.

ADVERTISING

ADVERTISING, A CAREER FOR WOMEN

DOROTHY R. ENTWISTLE

In charge of Women's Division, Advertising Department
William Filene's Sons Company, Boston

Description of occupation

ADVERTISING falls into two broad classes: national advertising, placed largely in the magazines and handled by advertising agencies; and retail advertising, placed for the most part in local newspapers and done by an advertising manager and staff who confine all their advertising activities to the retail establishment in question. The two chief sources of advertising positions and advertising training, then, are the advertising agency and the retail or department store. Other advertising fields are magazines and newspapers. Advertising is creative work. Advertising is the newspaper of a retail store; it is the herald of any widely distributed product. The advertising medium may be a newspaper, magazine, billboard, street-car card, catalogue, letter, or a hatbox.

An advertising organization is complex. The advertising manager advises in the making of, and often makes, the advertising policy, in a retail store. He is general manager of the advertising staff, makes up the budget, chooses the media, newspapers, etc., plans the campaign, sometimes makes the lay-outs or dummies of the advertisements. Then there is the copy-writing and illustrating. Sometimes the lay-outs are made by the artist. In addition to these positions of advertising manager, assistant advertising manager, copywriters, illustrators, there are stenographers, and those who attend to the detail of having advertisements corrected, revised, released, filed, etc.

Agencies are organized somewhat differently; there are those who manage and plan, those who write or illustrate. There are representatives who seek business for the agency. Sometimes there are research departments. The checking and filing departments are large in an agency. Important agencies generally have a main office in New York and branch offices in other large cities. New York undoubtedly offers the best field for agency positions to-day. Copy-writing is the usual opening wedge into advertising for the college girl. A knowledge of stenography often enables a college girl to be placed quickly, to wait for the better chance that is almost sure to come, and to get an advertising background while waiting.

Preparation necessary

Most of the training of advertisers is done "on the job." Some very advanced agencies have well-planned courses of training; for instance, the J. Walter Thompson Agency in New York. Colleges and even preparatory schools in a few cases offer courses in advertising. The College of Business Administration of Boston offers an evening course in advertising. Practically every winter the advertising clubs throughout the country give general courses in advertising. Both an advanced and elementary course in advertising was given this winter (1920) by the Pilgrim Publicity Association of Boston. These courses have to be general by nature; they are good as a supplement to training, but have not taken the place of it.

It is hard to give any facts on the length of training required. A college-trained girl could begin her advertising career as a copy-writer, without any previous advertising training, in a good organization. But it is generally hard to find an opening under these circumstances, and the college-trained girl usually finds it necessary to give a year or more acquiring some business experience before she finds a satisfactory opening. When there is an opening in an advertising organization, it is generally given, if possible, to either an experienced person in another organization, or to some one "in line" for the job, often a capable stenographer who is entirely familiar with the work and the problems of the department. That is why stenography is such a good opening wedge for the college girl who wants to be an advertising woman. Stenography is extremely useful for a copy-writer in the quick taking of notes, since most copy is written after an interview of one sort or another.

Undergraduate courses that may be recommended are English, economics, psychology, stenography. Reportorial and editorial work on college publications might be added. Textiles should be understood — the woman advertiser runs into textiles constantly; also home economics. Almost any kind of knowledge makes grist for advertising.

Opportunity for advancement

THE opportunities for advancement in advertising are good on the whole. Within comparatively few years large stores have nearly all put women into their advertising departments. Women are advertising managers in a few large stores. Women now hold responsible advertising agency positions. A few women own their own agencies. There is still prejudice against women advertising managers in some quarters. The argument is advanced that "men do not like to work for women."

Financial return

THE minimum and maximum financial return are hard to give, because figures are not available. It is the writer's experience that salaries to-day range from a possible $1200 a year to $10,000 a year, and in a few cases probably more for salaried positions; successful owners of agencies probably make more. Salaries have changed the last few years; six or seven years ago it was not uncommon for college-trained women to take advertising positions for from $8 to $12 a week. These same women are making to-day from $35 to $75 a week after six or seven years' training on the job.

Qualifications necessary

Qualifications desirable for success in advertising are executive ability, originality; ability to visualize an advertisement, illustration and all; ability to express thoughts plainly, "to use the common words to express uncommon thoughts," a business sense, and the ability to work with people. Many of these qualifications, probably all, can be acquired. Another qualification — and this one generally has to be acquired — is the ability to produce a great quantity of work in a short time.

Advantages and disadvantages

The work is not hum-drum. Many advertising positions offer occasional business trips. A few stores, for example, send their advertising women to Paris occasionally. The associations are pleasant. Advertising is a profession.

Advertising people have a stimulating and well-managed organization, eligible to both men's and women's advertising clubs, the Associated Advertising Clubs of the World.

The disadvantages may be summed up as follows:

The work is more or less confining. It is done indoors and generally in none too pleasant or airy offices, for the advertising offices are seldom part of the "show" places of an organization. The hours are sometimes long.

The supply of would-be advertising men and women is greater than the demand, because almost every one seems to think he or she would be successful in advertising. The supply of good, productive advertising women is by no means equal to the demand, however. This is due at present to the tremendously increased advertising appropriations of old businesses and all the new ones. Some people attribute this to a desire to spend money in building up good-will, rather than spending it in income taxes; others to the well-known success during the war of advertising the Liberty Loan — the first practical demonstration to many of the power of advertising. There is no reason to suppose that advertising will not become a more and more important business force, with constantly bigger opportunities for advancement for women, as the business world learns it is good sense for women to frame the advertising appeal to other women; for women do, or control, over eighty-five per cent of the buying; and as the women themselves learn to reach out for managerial positions, which have been practically closed to them until very recently.

Suggested reading

"Advertise" — E. Sampson (a woman, formerly advertising manager for Daniels & Fisher, Denver, Col.).
"An Approach to Business Problems" — Shaw.
"Some Problems in Market Distribution" — Shaw.
"Advertising as a Business Force" — Cherington.
"The First Advertising Book" — Cherington.
"The New Business" — Tipper.
"The Economics of Retailing" — Nystrom.
"Retail Selling" — Fisk.
"Advertising — Selling the Consumer" — Mahin.
"Scientific Sales Management" — Hoyt.
"Advertising and Selling" — Hollingworth.
"Influencing Men in Business" — Scott.
"Writing an Advertisement" — Hall.
"Principles of Advertising Arrangement" — Parsons.
"How to Make Type Talk" — Lewis.
"Making Type Work" — Sherbow.
"Elements of Statistical Method" — King.
"Advertising as a Profession" — F. K. Allen.

WOMEN IN ADVERTISING AGENCY SERVICE

LAURICE T. MORELAND
George Batten Company, Inc.

Description of occupation

The advertising agency offers an unusually fertile field for women. All worth-while national advertising is placed through advertising agencies. When it is considered that about eighty-five per cent of the retail buying is done by women it is readily understood why there is such an opportunity for women in national advertising and agency work.

Without going into the various kinds of service which an agency gives its clients, I will touch briefly on the branches of this service for which women are particularly fitted. There are, of course, the routine jobs similar to those in any large business, accounting, secretarial, office management, checking and detail work of all kinds.

Every large agency maintains a research and investigational department. Research consists of a study of government reports and other authentic sources of various industries and trade conditions. Many graphs are made up for the guidance of clients in plotting their production, selling, developments of territories, etc. This work is very interesting to any one who enjoys statistical work.

Investigational work covers everything from a house-to-house canvass of housewives to the visiting of factories. Most of it, however, is a study of retail conditions for some manufacturers. Any number of cities may be visited. Calls may be made upon buyers or clerks of retail stores, stating exactly what information is sought and why, or it may mean visiting the stores as a "shopper." This field, though limited, should prove of interest to any one with the reportorial instinct. It is also splendid training for the bigger jobs in an agency.

Qualifications necessary

Most women who think of advertising think of copy-writing. This is, of course, the big opportunity for women. The qualifications are hard to define. A brief, graceful style in writing is necessary. If one is going to write fashion accounts, a knowledge and liking for good clothes is highly essential. If one is to work on household accounts, like washing machines, stoves, floor coverings, or food, a love of the domestic arts is very helpful. It is important to have a liking for other people and a power to put one's self quickly in the other person's place and get his or her viewpoint.

Most colleges are now offering short courses in advertising as part of the regular curriculum. In all large cities there are evening courses in advertising. Most of them teach the fundamental principles very well.

Financial return

The minimum salary is probably about twenty dollars per week, and the highest salaries with which I am familiar are around $10,000 per year.

There seems to be no established road to travel in order to become a successful copy-writer. Stenography is the entering wedge in many instances. It permits a woman to be self-supporting while she is picking up the atmosphere and background she will find helpful when she gets into bigger work. It is generally necessary to start in some subordinate capacity and then watch for the opportunity to develop one's self into a bigger job.

Advantages and disadvantages

The advantage of such work is its fascination. It brings you in contact with the keenest and biggest minds in the country and a superficial knowledge of many businesses. No two days are alike, for no two accounts are alike. The work is never monotonous.

The disadvantage is that advertising is a hard master.

Your time is never definitely your own. The bigger your job the more your life must center around it. You may have to start at a few hours' notice for a place you have never heard of. Rush work is sure to come when you least expect it.

Supply and demand

There are no statistics available of the number of women in this work. It is a constantly increasing number. Women have just broken into this work and the number engaged in it will undoubtedly double within the next two years.

The principal cities where such work exists are New York, Chicago, and Philadelphia. Every city of any size has small agencies where a general training could be more quickly obtained than in larger agencies where the work is more highly specialized.

THE BANK PUBLICITY AGENT

EDITH S. MANSON

Description of occupation

An interesting and remunerative occupation for either men or women whose natural aptitudes or former business experience has inclined in this direction is concerned with the duties and responsibilities of those engaged in bank publicity.

Doubtless in the smaller, or perhaps even in the moderate, and in some quite large, banks the publicity work would be simply another function added to the already long list of the duties of one of the officers of the bank. As yet it is only in the relatively big city banks that a publicity expert gives his or her entire time and effort to this work. I believe as a rule, except in the cases where publicity is handled by one of the bank's own officers, that some one is sought for the position who has had previous successful experience in some one of the active fields of advertising work.

Preparation necessary

The preparation or training that is necessary is general rather than specific. In fact any line of training, the object of which is general culture and is calculated to give a better and quicker intuitive grasp of practical business problems, will be helpful. Any line of either study or work that would help to give one an understanding of general advertising problems, that would perfect one's efficient use of English as well as develop and refine one's understanding of human nature and of practical psychology, will be found of decided practical value.

Opportunity for advancement

The opportunities for advancement are, of course, decidedly good for any one having capacity for a genuine success, and especially for those with the ability to lift their work out of the routine and hackneyed class and who, by native capacity and force, can give to their work interesting and original applications. The advantages can be stated as giving opportunities for forming business acquaintances and contacts with the best business men and organizations of the country, with a reasonably clear field for demonstrating one's own individual capacities and incapacities. It need not be added that work of a decidedly interesting character can be done by the man or woman who has the native capacity and peculiar trend or quality of mind and ability that this decidedly exacting work requires.

Demand

There are very few statistics on this occupation available. The demand is plentiful. When demand is defined as need, there are many of the larger banks, who, if they could feel reasonably sure of the potential success of the experiment, would be glad to pay an attractive salary to one who could put new life and spirit into their publicity work.

THE PUBLICITY SPECIALIST

MARY SWAIN ROUTZAHN

Department of Surveys and Exhibits, Russell Sage Foundation, New York

Description of occupation

The publicity specialist is variously known as publicity manager, director, agent, or secretary, or by one of many other titles. In fact the title "publicity specialist" or "expert" does not necessarily carry with it any widely accepted implications. Recently the ex-office boy of a metropolitan daily announced that he had gone into business for himself as a publicity expert. Although this is an extreme example, the lack of any definition of necessary qualifications for the job makes it possible for persons to pose as experts on the basis of very slender claims to ability in putting ideas across. Whatever the title or the nature of the work, the purpose is to get information and ideas before the public through one or more of many avenues for spreading news. Recently there has been a considerable protest against the growing number of organizations employing publicity representatives to force upon the attention of the public prejudiced views and inaccurate information usually aimed to influence public policy. Aside from the unwelcome purveyors of doubtful propaganda, there is a large group of specialists engaged in the useful work of bridging the gap between those persons who are wholly absorbed in research, administration, or other service and the "general public" whose members are expected to support the work or benefit by it, and therefore should be kept informed about it.

The nature of the work done by the publicity specialist depends on many factors, chief among them being the way in which the service is given, the number and kind of publicity media employed, and the size of the job.

Publicity service is given by separate bureaus, by salaried employees, or by free-lance workers. There are in New

York and other large cities a few publicity bureaus offering to social, civic, political, and other organizations, both national and local, many kinds of service. One specialist announces the services she offers as "the promotion, through planned publicity, of forums, churches, schools, lectures, welfare organizations, and social movements." Another agency, more general in scope, says: "We are equipped in experience and facilities to handle a propaganda of any size in all of its departments, from the organization and development of press service, speakers' bureau, etc., to the formulation of plans and policies in connection with the sponsors of the movement. We conduct investigations, negotiations, prepare reports, design posters and printed matter in the most effective forms devisable — in short, render a complete service, if that is what the client wants. On the other hand, we are here to act simply in an advisory capacity, or to handle only the press work, as in the case of some small local organization which neither wants a big 'campaign' nor can afford to spend much money."

Some organizations maintain large publicity departments of their own with a director at the head and assistants in charge of subdivisions of work which usually follow the avenues of publicity used. Other organizations have one secretary or director who does all of the publicity work or even combines it with other administrative duties. A third type of worker is the "free-lance" publicity agent usually to be found in large cities, who may be engaged by the week or month or job for some special undertaking.

The avenues, or "media," chiefly used are the newspapers, magazines, motion pictures, meetings, exhibits, letters, distribution of printed matter, organization of volunteer workers, and many kinds of special features or stunts. The newspaper is considered by many the main avenue, and a large share of their efforts is concentrated on getting "space" in daily papers. However, there are many circumstances in which the newspaper is by no means the main channel for getting information across to the special audience for whose members the message is intended, and there is still a large and undeveloped field for publicity specialists in improving methods and making opportunities for more effective use of meetings, displays, and other media.

Actual work done

It would be difficult to describe the occupation in terms of the actual performance of tasks, because of the variety of methods employed, the difference in the degree of specialization in giving the service, and the lack of any generally accepted standards or technique in the profession. The most obvious task is writing copy. Other duties include getting information through interviews, reading, and observation; "selling" ideas, plans, or articles to editors and others; organizing committees of volunteers and directing their efforts as speakers, solicitors of funds, or participants in a special event; office administration; designing and directing the preparation of posters, leaflets, or exhibits. These are just a few of the tasks that come within the requirements of an all-round publicity job. The most important and most highly skilled part of the work is making a plan that fits the special purpose and conditions of a given organization or movement, a plan that takes into account what it is reasonable to attempt to accomplish, what special audiences should be selected as the most likely to respond to a message or appeal, what avenues are best to use in order to reach these audiences, what information and ideas to use out of many that might be given out, and other factors that make each publicity campaign a special problem differing from every other one.

Preparation or training necessary

I do not know of any college or school offering a course of study that gives a well-rounded preparation for the publicity specialist. Probably the majority of those engaged in the work have graduated, or deserted or been dropped from the field of reporting, or editing for newspapers, or magazines. Certainly the newspaper offers very valuable experience in an important branch of publicity work. Others who have been specialists in a field like public health or philanthropic work have acquired some experience in publicity work through necessity and found the work sufficiently alluring to enter it as a profession.

In the absence of any specially planned training for the publicity agent there are many and varied courses of study that should prove very helpful. These include journalism, advertising, psychology, economics, statistics, not to mention graphic arts and public speaking. What should actually constitute a course of training is still to be determined, and the writer hopes to have some information assembled within the year that will at least prove suggestive on this subject.

Experience or training in the general field in which the publicity work is done is very important to really good work. For example, if it is politics, one must learn the political game; if it is social welfare, one should by all means become familiar with the general aims, ideals, and methods of social movements.

Financial returns — Advancement

ANY statements that I may make on extent of opportunities and salaries paid are based on very limited information. So far as I know, there have been no reliable data collected on this subject. There is, no doubt, a ladder to be climbed. The director of one publicity agency says that at the bottom is the copy-writer, who must have had training and show ability in writing and who earns, at the start, $30 a week. Some of the free-lance workers obtain for their services from $50 to $100 a week and expenses; here, of course, must be taken into account the uncertainty of full-time employment. Salaried publicity directors of experience in the social welfare field, if such can be found, can probably earn from $3000 to $5000 a year, judging by amounts named in requests for workers that come to our attention. But there are so very few persons qualified to fill these positions that some of these salary offers go begging. A few nationally known specialists are earning very large incomes.

Qualifications desirable for success

To be as moderate as possible in naming the personal qualifications, I would suggest that the publicity specialist needs a pleasing personality, vitality, capacity for hard work, accuracy, adaptability, honesty, ability to listen intelligently and sympathetically — and one could continue. In the absence of one or several of these qualifications, one needs to possess others of them to a high degree in order to strike a balance. The person who is never accurate, but always clever and original, may sometimes be checked up by a working mate of the sure and plodding type, but habitual inaccuracy could not be tolerated in any one of only average ability.

Advantages and disadvantages

USUALLY there is plenty of variety in the work of the publicity specialist and it is likely to include, sooner or later, varied experiences, meeting interesting people, and sometimes travel. But all of this is paid for by periods of hard application to what may seem monotonous detail and other periods when unavoidable rush work calls for long hours and high tension. It would be difficult, however, to make any statement about advantages and disadvantages that applies generally, since, as has already been stated, the actual work done varies so widely.

Extent of occupation

UNDOUBTEDLY the number of persons engaged in publicity work increased considerably during the war, and many persons who gained their first experience in publicity through war work describe themselves as "specialists" on the basis of that experience.

On the other hand, organizations seeking workers really capable of taking the responsibility, or interpreting the spirit and substance of their message to the public, are seeking in vain for "the right person." Until the job attains the dignity of a profession with recognized standards and opportunities to obtain the necessary training, the scarcity of qualified persons will continue. But the need for such specialists exists, the demand for their services is increasing, and it seems reasonable to hope that in response to this demand at least two things will happen: on the one hand, colleges will find out what sort of training is required and introduce suitable courses; and on the other, the specialists already in the field will come together to discuss methods and evolve standards just as advertising specialists have done in what was not long ago an equally haphazard profession.

Suggested reading

A NATURAL accompaniment of the unorganized condition of the profession is a lack of literature on the subject. Here again we must look to other fields for assistance. The following books are suggested as useful to any one engaged in publicity work, although no one of them covers even in a general way the outlines or principles of publicity as a job:

"A B C of Exhibit Planning" — E. G. and M. S. Routzahn, New York City. Russell Sage Foundation.
"Advertising and Selling" — H. L. Hollingworth, New York. Appleton.
"Advertising: Its Principles, Practice and Technique" — Daniel Starch, New York. Scott.
"Making Type Work" — Benjamin Sherbow, New York. Century Co.
"Principles of Advertising Arrangement" — F. A. Parsons, New York. Prang.
"Public Health Publicity: The Art of Stimulating and Focusing Public Opinion" — E. A. Moree. (In American Journal of Public Health, vol. 6, 1916.)
"Traveling Publicity Campaigns" — M. S. Routzahn, New York. Russell Sage Foundation.

THE SOCIAL SERVICE PUBLICITY COUNCILOR

MARY CAROLINE CRAWFORD

Description of occupation

Increasingly in these days of "drives," and in an era when the printed word about any undertaking seems to carry so far, a new and interesting field for women's work is that of publicity secretary either to one organization or, where a woman is moved to set up an office, for a number of organizations on a retaining-fee basis. Most well-equipped social organizations have their own publicity secretaries.

The task is to put over new ideas and to send out, through newspaper articles, booklets, magazines, window cards, and in many other ways, information concerning the movement; what it is, and what it hopes to be. The social worker, who wishes to take up advertising as a profession, has a much easier task than the advertising woman who decides to limit her field to social work.

Preparation suggested

A college education or its equivalent plus graduate work is a good foundation. To attempt to promote social organizations without some first-hand knowledge of the problems and the limitations of social workers, and without a quickening enthusiasm for social work itself, would be like editing an agricultural journal without knowing the difference between alfalfa and apples. None the less, if courses on social service publicity could be added to the various schools of social work, I can conceive that they would prove extremely useful.

The field for councilors in social service publicity is limited only by the hours of the day and a person's strength. Two or three college girls with enthusiasm for this profession might very advantageously, having acquired experience through social work itself and through journalism, form a partnership and divide the various branches of the work with due regard for the tastes and gifts of each member of the group. Such an office might make considerable money.

Financial return

WOMEN with a gift for social service publicity, having had the proper training, ought to be able to make between two and three thousand dollars a year almost from the first.

Qualifications

THE natural qualifications for success in this field might perhaps be defined as the desire to be useful, enthusiasm for social work, interest in the English language and in the type forms. Then, of course, in work of this kind, one needs to like people.

The work is not confining, but, on the other hand, a commission may come in late in the day which necessitates steady working until midnight. And of course the perfect health which enables one to do this without unduly feeling the effects the next day, or makes it possible to jump into a train and travel all night without any impairment of mental or physical freshness, is a great asset.

Reading

THE books which would help to train such a worker are of course of two kinds; those which have to do with social work and those which have to do with advertising. Any good library can supply a complete bibliography under either of these heads. In the field of magazines "The Survey" stands out for social workers, of course, just as "Printers' Ink" does for people devoted to advertising and allied interests. A good little handbook in the advertising field has been prepared by Daniel Starch, Ph.D., of the University of Wisconsin. This book has been out some six or seven years, but it is still used, I believe, at Simmons College, in the course for secretaries which includes some training in advertising. There are also a number of correspondence courses in advertising which recommend books of their own.

AGRICULTURE — ANIMAL INDUSTRY — HORTICULTURE

THE BEEKEEPER

LETITIA E. WRIGHT, Jr.
The Bee Club, School of Horticulture for Women, Ambler, Pennsylvania

Description of occupation

BEEKEEPING is an industry of many branches. Bees are kept for different purposes: for the fertilization of fruit; for their honey; for the increase and the sale of bees themselves; for breeding and the rearing of queens.

A knowledge of beekeeping is essential whatever the purpose may be; and beekeeping means very active and delightful outdoor work for at least six months of the year. Heavy lifting is its principal drawback. Queen-rearing is a branch of beekeeping which reguires rather careful and particular work, and women are said to be exceptionally good at it.

Besides the outdoor work there is a lot to be done inside, including the extracting, bottling, and labeling of honey, editorial work, educational work, lecturing, and the work necessary to put the honey on the market. When a quantity of honey is extracted by electricity, the work is easy but when done by hand it is laborious. The bottling and labeling of honey sounds particularly like a woman's work, but unless she has some one to lift for her, again she is confronted by the heavy lifting. First the container from which she draws her honey must be filled, and commercial honey is handled in sixty-pound cans, hardly what the average woman lifts with ease. Then when filled, the jars must be packed in cases and the lids nailed on. The cases can be piled one on top of the other, but there comes a time when they must be moved to make place for more. A man can be hired to do the heavy work if necessary, but it should be well understood before starting that, at almost every turn, this difficulty occurs. There is open to women the business end of putting the honey on the market, and one with the knowledge of how that honey has been produced, and why it is thus and so, will carry greater weight than one who has no knowledge of the process back of the finished article.

One's knowledge of beekeeping is sometimes utilized in editorial work. Miss Iona Fowls, assistant editor of "Gleanings in Bee Culture," was chosen for this position because she directed the work in her father's large apiary and knew beekeeping in all its phases. Her advice is asked by beekeepers all over the United States, and back of her word stands the large bee supply firm of the A. I. Root Company, who publish "Gleanings in Bee Culture."

Preparation necessary

For preparation, a general agricultural course is best, then specialize in apiculture. Opportunity for advancement depends almost entirely upon the individual.

Short courses in beekeeping are given at the School of Horticulture for Women, Ambler, Pennsylvania, in the spring and fall. During the winter there have been short courses at the University of Missouri, Columbia, Missouri; New York State College of Agriculture, Ithaca, New York; and at Ontario Agricultural College, Guelph, Ontario. There are such courses at nearly every state college, but there is every likelihood that they are a little too advanced for a beginner, unless fairly well read and familiar with the technical terms of beekeeping.

A woman uncertain that beekeeping will prove congenial work should take a position at an apiary where she can obtain some practical experience before going into the work seriously. Such a position may be found from the "wanted" columns of some bee journal.

Qualifications

QUALIFICATIONS are good health, strength, a love of bees, some knowledge of carpentry, and business ability.

Advantages and disadvantages

THE advantages are an out-of-door life, an interesting and varied occupation. The disadvantages are the heavy lifting and bee stings.

Reading

BULLETINS for free distribution through the Bureau of Entomology, Department of Agriculture, Washington, D.C., are:

Farmers' Bulletins —

447, "Bees."
503, "Comb Honey."
653, "Honey and its Uses in the Home."
695, "Outdoor Wintering of Bees."
1012, "Preparation of Bees for Outdoor Wintering."
1014, "Wintering Bees in Cellars."
1039, "Commercial Comb Honey Production."

Bee journals published in the United States —

"American Bee Journal," Hamilton, Ill.
"Gleanings in Bee Culture," Medina, Ohio.
"Domestic Beekeeper," Almont, Mich.
"Beekeepers' Item," Braunfels, Texas.
"The Western Honeybee," 121 Temple St., Los Angeles, Cal.
"The California Honeybowl," Riverside, Cal.
"Dixie Beekeeper," Waycross, Ga.

Books on Beekeeping —

"Beginners' Bee Book" — Frank C. Pellett.
"Productive Beekeeping" — Frank C. Pellett.
"First Lessons in Beekeeping" — C. P. Dadant.
"Beekeeping" — E. R. Phillips.
"ABC and XYZ of Bee Culture" — A. I. and E. R. Root, a book of reference.

THE DAIRY WORKER

HARRIET F. HILLIKER

Description of occupation

The definition of "dairy worker" depends on the place of work, whether in a commercial or home dairy, and the size of the place. In a commercial dairy the definition would apply to one who has the care or analysis of milk and its products. In a farm dairy it would apply to one who does anything from taking care of the cows to handling the milk.

The work done in a commercial dairy would be testing milk for butter fat, for solids, and the various other components, pasteurizing, bottling, making butter, cheese, and other milk products, making bacterial counts, or having the general care of milk. On a small farm the dairy worker would probably do the milking and care for the cows as well as look after the milk; while on a large farm she would probably handle the milk only, and have nothing to do with the cows.

Training necessary

Training for commercial dairying had best be received in some agricultural college or school where regular courses in scientific dairying are given, or to some extent in normal schools where the work in domestic science contains some dairy work. Training for home dairying should also come from an agricultural school or from working on a farm as assistant. The length of training depends on the time one has to devote to it and on what phase of the work one is to enter. In all cases the so-called "short courses" at agricultural colleges would be enough to start one with a general survey of the work and a chance to do a small amount of the actual work in testing, butter-making, etc. The regular four-year course allows much more time and opportunity for work and of course is more complete.

If the training is to be post-graduate it would be advisable to take any sciences offered in undergraduate study, chemistry, botany, zoölogy, micro-biology, if possible, and any domestic science work, for the latter usually includes some dairy work.

Opportunity for advancement

Opportunities for advancement would probably be better in market dairying; for work in dairy laboratories, as testing or butter-making, might lead to Government work in market dairying. In home dairies people are still skeptical about a girl's ability, and as far as chance for advancement in that line there is as yet practically none.

Financial return

The financial returns of dairying are rather unsettled, for there are not enough in the work to make any reasonable deduction; but probably an estimate would be $40 to $50 plus board and room, for home dairies, and $75 to $100 for commercial dairies.

Qualifications desirable for success

As to qualifications for a dairy worker, there are no special ones. Any ordinary person, who does not want to be confined to a desk or chair would very well succeed, for skill is acquired in this field as in any other field by practice, neatness, and observation.

Advantages and disadvantages

The fact that the work is not confined to one spot all day is an advantage to some people. There is more freedom, and not so much restraint. In a home dairy there is usually time off in the middle of the day. Again work with milk is supposed to be healthy.

Disadvantages in a commercial dairy come chiefly from the fact that the work is often wet. The cement floors are frequently washed down and there is apt to be quite a little water used at all times. The work has no disadvantage over any business in respect to early hours or confinement. In a home dairy, of course, it is different, for one has to be there seven days a week, and usually the working hours begin early in the morning.

Supply and demand

There seems to be very little demand at present for girls in dairy work. It is up to the girls interested in it to create the demand. At present there seem to be enough girls to supply the available positions. There are no specific localities where dairy work for girls is common. You may find a girl at a small commercial dairy on a summer estate or on a place where the owner has become interested in girls through war work. At present there are few engaged in dairying; not enough to make any accurate estimates in regard to locality.

Reading

Any readings that might be helpful for the work would be U.S. Dairy publications on dairy work; farm papers, such as "Hoard's Dairyman," the "Rural New Yorker," "New England Homesteader"; dairy books, "Testing Milk and Products," by Farrington and Woll; or any literature issued by colleges.

THE DOG-RAISER

CLAUDIA PHELPS

Description of occupation

By "dog-raiser" is meant one who desires to raise dogs of good quality and to improve his chosen breed as well as to make dogs a source of profit to their owners. It is comparatively easy to get a female and raise a litter of puppies of pure breed, but it requires thought, care, skill, and patience to study blood lines so that the puppies will combine those strains most likely to produce very good dogs, to rear those puppies to the best advantage, and to "develop" them to show form. In this country the breeding of pedigreed dogs has not reached the magnitude as a business that it has in Great Britain. There it is a recognized and lucrative profession. Here there are large kennels usually managed by Englishmen, as American men have not attained the skill in training and preparing dogs for shows that the first-named have. It would seem that there is an opening for trained women more especially with kennels of toy dogs or those breeds that are considered difficult to rear. The best dogs in England as well as here are raised by the owner of one or two good females rather than by the very large kennel. Of course there are many large kennels that raise excellent stock, but the small owner has equal opportunity with the others.

Training necessary

The best preparation can be secured through reading. Veterinary knowledge is always valuable. There is no place that we know of where training can be obtained before taking a position, though there seems no reason why the state veterinary colleges or similar institutions should not allow people to assist in the care of cases. A thorough study of the laws of heredity is most helpful, as with a knowledge of these laws and of the good and bad points of the best-known dogs much uncertainty can be eliminated by the help of pedigrees.

A good manager can secure excellent wages once her reputation is established, but she would have to understand thoroughly the details of her work. The majority of dog-raisers start with one good female kept more or less as a pet. Once one has established a reputation for raising good dogs there is no difficulty in disposing of the puppies.

Financial return

The financial return varies with the quality, variety, and demand for that particular breed. The average price for a nice two-months-old puppy (male), of the more popular breeds, is $50. In many breeds there is very little demand for females. Dogs of superlative quality have brought as much as $7500, but this is extraordinary, and the would-be dog-raiser need not anticipate any such price, though a good show dog will readily fetch several hundred dollars.

Qualifications

The qualifications desirable for success are: love of animals, patience, watchfulness, willingness to work over the dogs, comprehension of dogs, and much "common sense." The ability to judge the fine points of the breed chosen can be developed to a high degree by studying the best show dogs, discussing them with successful breeders, attending shows, and reading. Before selecting a breed the following points should be carefully considered: popularity (this affects price, etc.), difficulty in raising, cost of feed, transportation — an inaccessible place makes selling more difficult. Also one should consider whether the breed is likely to continue in favor and thus command good prices.

Advantages and disadvantages

The several ways of carrying on the business of a dog-raiser have their advantages. If one begins with one or two and keeps the dogs as a side line, there are the pleasures and troubles common to the care of all pets, while if one is interested in showing, much amusement as well as help can be had. As manager of a kennel one has congenial and responsible work; the life is, or should be, largely out of doors and healthy, and one meets many people, many of whom are very interesting and agreeable. One point that should be emphasized is that the raising of dogs that will win prizes cannot be successfully done by mere luck. The dog-raiser who is to establish a strain of prize-winning dogs requires a knowledge of the laws of heredity and variation, of the history of the breed in general, and of its best-known dogs, so that he can strive to eliminate the faults of the ancestors in the puppies. To the lover of animals who can decide on an ideal dog and has the courage to stick to his ideal, the scientific breeding of dogs for desired points is fascinating. Like artists one strives to produce perfection, but the media are living things with many unknown inheritances to upset one's plans.

There are, of course, many disadvantages to all occupations, and one of the greatest in the care of the dogs is that one has to be always watching them if great success is desired. It is impossible to foretell illness, etc., and if anything goes wrong it has to be attended to immediately, so that regularity of hours cannot be depended on, though in a properly cared-for kennel there should be little to interfere with the routine.

Reading

A MORE complete idea of the advantages or disadvantages of the career of a dog-raiser can be obtained only by conversation with others who are interested in good dogs, and by reading various books devoted to dogs. One of the classics, although it was written some time ago, is Mr. James Watson's "The Dog Book." The English kennel papers often have articles of general interest, while the ones in this country should be read in order to learn about the leading breeds and dogs. Any scientific articles on animal breeding should prove helpful. It should be remembered that as a rule simplicity is better in dog-raising, and a successful career can be started with one good dog properly, but not extravagantly kept. Also remember that if one wishes to succeed one should run a kennel as one would any other business, on a basis of efficiency and honesty.

THE DRUG-GROWER

MARY E. BUCK

Description of occupation

DRUG-GROWING up to the present has not been undertaken by many women, though to my mind it is particularly a "woman's job," as the work is light, only occasional day-labor by a man being necessary.

One woman is able to care for, with the exception of transplanting and harvesting in the fall, one acre of the four most valuable and profitable plants; namely, ginseng, golden seal, Senega snake root, and spigelia.

The first two drugs named are grown under a lattice or artificial shade. As the outlay of capital is comparatively large in the business of drug-growing, it is always considered wise to begin in a very small way, gathering experience from year to year.

The only way in which to learn the business is to come in actual contact with the cultivation of the plants. Women desiring to enter the business and afraid to risk their capital will do well to obtain a year's experience by securing work in the garden of an experienced grower of drugs.

Qualifications

To be successful in this line of work one must be skillful in the cultivation of perennial plants particularly, and must possess the characteristics of a close observer of the habits and diseases of plant life.

Ginseng is subject to a number of diseases, while the three other plants I have mentioned up to date have not developed any disease.

Extent of occupation

THE business of drug-growing is not overcrowded by any means. Before the great World War, a large percentage of drugs were imported. Golden seal was almost entirely supplied from Germany at twenty cents per pound. As you can readily see, the United States has been, and will be for many years to come, thrown on her own resources in the matter of drugs as in many other products.

The drugs I have named grow in all parts of the United States and Canada, but do best in the North, East, and Middle States and Canada, the colder climates growing the best grades of roots.

Financial return

The present market for ginseng is $3 to $12 per pound; golden seal, $5.35; spigelia and Senega snake root, $1 per pound.

Reading

A "Special Crops" magazine, edited by C. M. Goodspeed, is the official drug publication. Information may also be secured through the Superintendent of Documents, Washington, D.C.

THE LANDSCAPE GARDENER

MRS. LOUIE T. VIGNOLES

Description of occupation

I would first of all like to specify the scale of those who work in gardens. Aside from the laborer who simply performs the manual work, there are three distinct classes: the gardener, the landscape gardener, and the landscape architect.

Any man or woman having a natural love for plants and outdoor life and a fair amount of patience can become a gardener. A landscape gardener, as well as a landscape architect, must have the qualifications of being something of an artist, with a keen perception of the values of line, contour, vistas, and a good eye for color.

The work of the landscape gardener, as compared with that of the landscape architect, is more intimate. It is always connected with the immediate surroundings of homes.

The landscape architect, on the other hand, would work on a larger, broader scale. City and park planning and the more substantial and ornamental stone and masonry work that would grace a large estate would be his.

Qualifications desirable for success

THE artistic bent and the seeing eye are the first requisites and a good high-school or a college education are imperative. To these may be added a pleasing personality and a certain forcefulness, which will stand in good stead when the time comes to lay out the plan so carefully conceived and executed in the studio.

Success in this work as well as in other occupations does not depend wholly on knowledge and love of the work. Personality enters largely into landscape gardening. Personality is also a great asset in handling contractors and workmen. The woman landscape gardener is still a novelty and most workmen object to having a woman over them as "boss." A straightforward, businesslike demeanor and a thorough knowledge of the practical work in connection with the plan will soon win them over.

Preparation necessary

ANY good school of architecture, which will give not only a theoretical but a practical course, should be chosen, and no school should be entered, however good its reputation, that does not provide facilities for practical application, out of doors, of plans made in the classroom. It is necessary not only to be able to make an attractive plan on paper, but to have a sound working knowledge of the same. The Cambridge School of Architecture and Landscape Design is now open to women. At Groton there is an excellent independent school of landscape gardening called the Lowthorpe School. Almost any of the state colleges can furnish courses. At

Ambler, Pennsylvania, there is a splendid school for horticulture. California, one of the garden spots of the United States, has sent East for men who have graduated from landscape schools in Cambridge, Yale, and Columbia to do their work, which really goes to prove that so far in the West the schools in this department have not attained the perfection of those in the East.

Financial return

As to remuneration, no one with the intention of making much money should enter this profession. A good living is to be had, but no more. Wealth does not come to the landscape gardener. The true artist, however, will not permit that fact to hinder her from entering so delightful an occupation.

Advantages and disadvantages

THE fact that this type of work brings one out of doors during the greater part of the year is a great advantage. The work is healthy and invigorating.

The disadvantages are the irregularity of working hours and the uncertainty of getting clients. There is, of course, a rest season and a dull season, varying each year. One year the dull season will be caused by clients who call for tentative plans; another year the dull season may drag further into the spring months than one cares to contemplate; another time the work may pile in so fast that the days are not long enough for all there is to do.

Reading

THE quarterly magazine, "Landscape Architecture," has many valuable practical articles. It is also well to visit college and public libraries and look up works on English and Continental gardens.

THE POULTRY-KEEPER

MARION PULLEY

Description of occupation

THE poultry-keeper is an individual who produces those birds which render man an economic service and which may be domesticated to such an extent that they reproduce under his direction. He may have any one of three purposes in view. He may produce poultry for their economic value alone; he may select birds valuable only because of their appearance and likeness to a definite standard; or he may combine these two purposes. Whichever he contemplates, his duties will be many and varied. The tendency of the present day to divide any industry into its component parts and render each of them highly specialized has extended to the poultry industry. We find custom hatcheries, day-old-chick farms, fattening stations, packing plants, etc., each of which endeavors to become efficient in some part of the poultry industry. The true poultry-keeper, however, does the greater part of these himself. His work is diversified rather than specialized. It includes the incubation and brooding of chicks, the preparation of the young birds for market, the culling of his flock, mating, breeding, as well as the routine of feeding and general care In addition it should include the duties of a general farmer, physician, and carpenter.

Preparation or training necessary

MANY poultry-keepers of the present day have obtained all their knowledge through experience and methods brought to them through current farm literature. The opportunities are increasing every day, however, to learn theory as well as practice. The state colleges of agriculture throughout the country are offering major courses in poultry husbandry through the offices of well-conducted poultry plants. These courses vary in length. The complete course includes two years of academic work and two of poultry work which entitles the graduate to a B.S. degree. These courses require a previous high-school education with a certificate of entrance to college or a series of examinations given by the college at entrance. There are also two-year courses which require no entrance examinations. The work of these courses is with poultry and closely affiliated subjects. If time or funds do not permit that two years be devoted to study, shorter courses of two or three months are offered in the winter. These are primarily for those who know the fundamentals of the work, but desire to learn the theory, up-to-date methods, etc. Most of the county schools at present are giving special work in poultry. Such schools offer opportunities to boys and girls not of college age which the above courses do not admit. It may be stated, however, that the present policy of these schools is not to admit a girl to the poultry courses unless she wishes to take them with the idea of becoming a poultry-keeper. The Ambler School of Horticulture offers good courses in poultry to women.

Opportunity for advancement

THERE are many chances for women in this field at present. One must start in a small way to make the work a success, and if a woman cares for it she can build up her own plant in a few years. If she is willing to work for the experience rather than for financial return for a few years, a woman can handle a large poultry plant as well as a man. Farm managers are beginning to realize this. I have found personally that one may become interested in some particular phase of the work after she has become acquainted with the general field. For example, there is a growing demand for incubator specialists. I think a woman should be able to handle this work efficiently because of her natural instinct to care for details. There are probably more lucrative opportunities in the special fields, although many women are looking rather to a small plant of their own. The Government is using women now in its laboratories in poultry and egg work. This demands a knowledge of chemistry and domestic science rather than general agriculture. Commercial packing plants are beginning to use women, and although the number now engaged in the work is small, a few years will doubtless see it greatly increased.

Financial return

Financial returns vary considerably with the phase of work undertaken. An inexperienced hand who wished to work during the summer might get from $25 to $50 per month and found. After the completion of a college course and the experience obtained in two or three summers, $50 to $75 would be a fair return. On a salary basis managers of poultry farms of moderate extent, probably not exceeding 5000 or 6000 birds, would draw from $1200 to $2000 per annum with possibly a commission on all sales attached. Government positions offer about this same salary to start, with increases made by merit or transfer. Commercial propositions are generally more lucrative if the individual can handle them. As a general rule, however, one does not become engaged in the poultry business for the financial return alone, but because of the interest in the work. Plants of 500 birds would probably bring in $600 per annum under good management. Such a farm could be cared for by one woman quite easily with some extra help in the busy seasons.

Qualifications desirable for success

The most important qualification necessary for success in this work is a live interest in it. If a woman has n't that, it is a waste of time for her to go farther with it. If she has a real interest she can forget the long hours and the failures that seem to come inevitably. She must also have an eye for details, as it is failure to observe the little things that causes serious errors and waste. As disease is one of the important factors in poultry-keeping a woman should have a sort of hen-sense. This enables her to find the trouble before it has had a chance to affect her birds as a whole, and to remedy the cause. She should be persistent in her efforts and not easily discouraged. The skill necessary on a poultry plant is very easily acquired by women, as a general rule. The routine work does not require any particular technic, and once the fundamentals of such things as computing rations, the preparation of poultry and eggs for market, etc., are learned, the skill will soon come through constant usage. On the whole, I think the average woman is naturally very well prepared to handle the poultry business.

Advantages and disadvantages

The advantages of the work are manifold. For an active, energetic woman it is an ideal life. She is out of doors nearly all day. Food and living conditions are what she wishes to make them. Her neighbors are wholesome farm "folks" and her general surroundings should afford her excellent health. The opportunities to spend are lessened, and the gain on the farm may, in large measure, be saved because most of her wants are supplied there.

There are, of course, disadvantages, as the industry is still young in development. Many poultry farms are far out from the city on bad roads. This makes it hard to reach the market, and, especially in the winter, orders must be made for a considerable time ahead. Often the poultry-keeper may be confined to the farm for weeks during the bad weather. The hours at certain seasons of the year are long. In the spring one must work from daylight until dark and often all one's waking hours. During the winter the hours of regular work are much shorter, but even then the spare time should be devoted to making the spring plans. The chances of obtaining good literature are rather few, as most country libraries are not well stocked along agricultural lines. However, we are finding many more small poultry farms near the city where good roads and street-car service are in evidence. This gives the poultry woman a chance to get away from her farm occasionally for a little recreation, after which she can work much more efficiently.

Extent of occupation

THE total number of birds found on farms in the United States, according to the 1910 Census, was 295,876,176 birds. Of these, 95 per cent were chickens. Eighty-eight per cent of the farms in the United States reported chickens, while the number had increased 20 per cent during the ten preceding years. The national annual income from poultry products was estimated at $750,000,000. "The output of eggs is steadily growing, but the demand is growing even faster than the supply, due to the increased price of meat." It is evident that the home demand is being supplied, as recent import and export statistics show a decrease in the former and an increase in the latter. There are three sections of the country where the industry is greatly specialized. The first of these is a section including New England, New York, Pennsylvania, and Maryland. The second includes the States bordering on the Pacific. The third includes those lying in the Mississippi Valley. The ten States ranking first in production are Iowa, Illinois, Missouri, Ohio, Kansas, Indiana, Texas, Pennsylvania, Minnesota, and New York. It is evident from the above figures that only 12 per cent of the farms in the United States do not report poultry. These Census figures do not include small flocks in villages and towns. There has been considerable increase in the number of these since the increase in the price of meat. On the whole, poultry-keeping on a small scale is a widespread industry.

Suggested reading

"Diseases of Poultry" — Pearl, Surface, and Curtis.
"Poultry Breeding and Management" — James Dryden.
"Poultry Production" — W. A. Lippincott.

"Principles and Practices of Poultry Culture" — J. A. Robinson.

"Productive Poultry Husbandry" — H. R. Lewis.

Agricultural college and experiment station bulletins are giving out valuable information which may be had by application to the Extension Service or the Poultry Department. Many of the current agricultural publications may be had very reasonably. The "Reliable Poultry Journal" is probably the best of these.

THE STOCK-RAISER

MRS. EDWARD PARKER DAVIS

Description of occupation

THE definition of stock-raising is unlimited, owing to the number of kinds of animals one has room to accommodate. When I began farming, fourteen years ago, I had had a correspondence course from the State College of Pennsylvania, and also from the School of Agriculture at Cornell Unversity.

I had a farm of 132 acres, and started with Ayrshire cattle, Percheron horses, Shropshire sheep, Berkshire hogs, poultry, and Old English sheep-dogs.

The sheep were molested by strange dogs, and I was obliged to give them up at the end of two years, and, finding that poultry was more profitable than the raising of hogs, I killed off the hogs. I also found that for the market here the Rhode Island Red breed of poultry is the best, as near Philadelphia we like red eggs, and also the meat of the chicken is excellent, either caponized or not.

The actual work done by me was anything and everything that my strength would permit. I had maids, in the house, and when obtainable three men under me. I attempted at first having a farm manager, but in three separate cases found men hopeless, at any rate, to work under a woman.

Opportunity for advancement

As for opportunity for advancement, I should say it was great, for women of education and perseverance, but there can be nothing amateurish in their make-up. Stock-raising means hard and often unpleasant work.

Financial return

As for the financial return, that is impossible to give accurately, as everything depends upon the crops, the amount of food to be purchased, and the market at hand. The sale of young cattle proved the greatest success.

Qualifications desirable for success

The qualifications desirable for success must be a great love of animals, and ability in handling employees. Skill comes in time, but the natural love and patience with animals must be inborn.

Advantages and disadvantages

The advantages I found were living out of doors, contact with animals, meeting with farmers, and learning their points of view.

The disadvantages were not "hours of confinement," but the objection to the class of laborer I was obliged to employ, until I was able to have women. The farmerettes were of the greatest help.

THE SUPERVISOR OF HOME GARDENS

BRETA W. CHILDS
State Normal School, Worcester, Mass.

Description of occupation

The occupation is that of teaching gardening to children in school and at the home. The supervisor is engaged in assisting the child to select plants to grow, in guiding his activities during the production of the crop, and in studying and judging the results of the work.

Preparation and qualifications necessary

THE supervisor requires the professional qualifications of a teacher in the graded schools. In addition to being skilled in teaching children she should be gifted with such personal qualities as will make her welcome to the child's home. Ability to teach any one of the simple problems in gardening arising in the city, suburban, or town home is essential. Therefore, the supervisor should have much practical experience in gardening.

Preparation for supervising gardens may be obtained by college graduates in many of the State normal schools and State normal colleges of the United States. The State departments of education can furnish lists of such schools. Since gardening as a public school subject is in its infancy or entirely omitted from the curriculum, professional schools in many localities are still limited in their ability to provide opportunities for observation of expert supervisors and for practice teaching in gardening. Assuming that the college graduate has had much practical experience in gardening, he needs to acquire professional ability in teaching, which the normal college or school is prepared to furnish.

The minimum time as a special student in a normal school should be a year. During this time a study may be made of the principles of education and practice gained in the science and art of teaching children. Many college graduates would require more than a year of study to become successful teachers of children of elementary-school age.

In preparation for the work of supervisor of home gardens an undergraduate would do well to select general courses in all the sciences relating to gardening; also courses in gardening, sociology, and educational psychology. Familiarity with foreign languages and customs might make the supervisor a greater social factor in the child's home. If undergraduate courses are given which bring the student into relation with the elementary schools, they should by all means be taken. Gardening will finally take its place among the school subjects when the directors of schools discover it is a valuable means of education and when they find men and women equipped to teach it.

SUGGESTIVE LIST OF VOCATIONS FOR WHICH WOMEN MAY BE ADEQUATELY TRAINED AT AN AGRICULTURAL COLLEGE [1]

1. Managers or superintendents (on own estates or as employees of others) on:
    - General farms.
    - Poultry farms or departments.
    - Dairy farms or departments.
    - Fruit farms or departments.
    - Vegetable gardens.

    Florists.

    Gardeners.

    Working foremen in charge of similar departments for estates, private schools or public institutions.
2. Grade-school teachers of agriculture.

    School-garden supervisors.

    High-school, academy, or college teachers of:
    - Agriculture.
    - Horticulture.
    - Rural social science.
3. Extension service workers in:
    - Home economics.
    - Boys' and girls' clubs.
4. Research workers in experiment stations and state and government departments of agriculture, in:
    - Botany.
    - Chemistry.
    - Entomology.
    - Micro-biology.
    - Zoölogy.

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[1] Prepared by the Massachusetts Agricultural College.

5. Secretaries and office managers for:
    - General farms.
    - Nurseries.
    - Floricultural establishments.
6. Landscape gardening.
7. Managers of canning factories.
8. In rural social service as:
    - Lay leaders in rural communities.
    - Rural-school teachers.
    - Agents of child-welfare organizations.
    - Agents of rural recreation associations.
    - Y.W.C.A. workers.
    - Rural journalists.

ARCHITECTURE

THE ARCHITECT

LOIS L. HOWE

Description of occupation

Work in architecture entails knowledge of architectural and artistic design, of construction, of drawing (both free-hand and mechanical), and of mathematics. A draftsman's work is varied according to his own knowledge and skill and the size of the employer's office and number of draftsmen employed. It may range from tracing (i.e., mechanically copying another's drawing), through figuring or putting dimensions on the same, to planning the construction, following sketches, and eventually planning or designing either the whole of a piece of work or its important detail. There is also the superintending or looking after the workmen to see if the work is properly done. This would not come to a draftsman until after long experience.

Training recommended

Many years of training are necessary. Opinions of the best architects vary as to the best method of obtaining this; some advocating study in a technical school; others, apprenticeship in an office. In favor of the latter plan it may be said that a certain amount of apprenticeship is necessary, at any rate, and must follow the former; however, it must be said that the technical school gives opportunities for all-around training and studies outside of, but yet germane to, the subject, which the apprentice would find it hard to get or to find the time to study. It resolves itself more or less into the general question of desirability of college education as a fitting for life.

Any draftsman pursuing the apprenticeship plan may begin very young as office assistant, learning to trim tracings, bind plans, and gradually absorbing minor details of the office routine, or may take elementary courses in school which would serve as preparation. The technical school gives regular courses of three or four years' duration, and starts a student later in life, but with an equipment which should go far to counteract the disadvantages of that delay by enabling the possessor to grasp sooner the salient features of the new work.

It has been customary in the past to take apprentices with no wages while they are learning to be of use. In any event the salaries would be small in the beginning, as much education goes with the work and it is some time before a draftsman becomes worth more than what he learns. Six dollars per week was a good wage for a beginner before the war. There is always, however, a future, and a draftsman may rise to $50 per week or more.

Qualifications desirable for success

The architect is a combination of artist and engineer, and as such should possess artistic taste, talent for drawing, interest in construction, and practical ingenuity. Added to this, for all-round success, he should have practical business capacity. A simple interest in architecture or love of study of its history, even an interest in planning, is not evidence of a genuine "leading" or vocational aptitude.

Financial return

As a means of livelihood for a woman, architecture is precarious and unadvisable, unless she has wonderful natural capacity combined with a great tenacity of purpose, to which may be added exceptional opportunities. The reason for this lies in the fact that the opening for women is small; in Boston and many other large cities there is still a prejudice against employing women in the most desirable offices (desirable because doing the best work). This prejudice is so great as to make it almost impossible for a woman to learn her trade there. In

New York the prejudice is less, and in many Western cities a woman may do very well.

Specialties

There are certain departments of practice in which a well-trained woman might succeed. These are specialties. Fine lettering is always needed in an office, or a capacity for making perspectives, either exterior or interior, and "rendering" them; i.e., coloring them attractively. A woman who could do this might get much to do, but those who can make an artistic sketch are usually not fond enough of the mechanical side of it to make the exact drawing. In the matter of interior decoration there should also be a field for women, but at present few, if any, architects' offices keep any one who attends solely to that side of the question. Her chance here would be to work with some decorator, where her knowledge of mechanical drawing and architectural detail might be used to good purpose.

Training

Among the best technical schools admitting women is the Massachusetts Institute of Technology in Cambridge. The course at Cornell University at Ithaca is also open to women and that at Columbia in New York City. There is also at Cambridge a school for women only, known as the Cambridge School of Domestic Architecture and Landscape Architecture. The Massachusetts Normal Art School in Boston gives training in architectural drafting, but does not give a complete course in architecture.

A woman wishing to take the work as a post-graduate course should specialize while in college on fine arts, particularly free-hand drawing and the history of architecture and art. Courses in mathematics would also be advisable.

Advantages and disadvantages

The advantages of the work are many. It is constructive; it is interesting in itself, having possibilities of infinite variety and constantly shifting interests; contact with people of all kinds and classes; opportunities frequently of travel; but like all professions there will occur moments of drudgery; for the beginners, long tedious hours in the office tracing uninteresting things; for the trained architect, difficult clients, bothering contractors, labor troubles, financial worries.

THE LANDSCAPE ARCHITECT

ANNA BIDDLE FRISHMUTH

Description of occupation

The following is an outline of study covered by landscape architecture: design planting plans, engineering, horticulture, including knowledge of trees, shrubs and perennials, general knowledge of agriculture and insect pests, agronomy or chemistry of soils, architectural design and its proper application, construction covering road paths, grades, and drainage, a clear conception of business methods, and practical ability to apply the above knowledge.

The actual work done by landscape architects includes designing of private estates, educational work in teaching agriculture and horticulture, directing gardens, demonstrating of increased food production.

Preparation or training necessary

One must have as a background such knowledge as is given at the Lowthorpe School of Landscape Architecture for Women at Groton, Massachusetts. The Educational Bureau, Washington, D.C., has a list of schools and colleges giving landscape, horticultural, and agricultural training for women, with ratings of each. The length of training demands three to four years of post-graduate work. Algebra, solid geometry, trigonometry, logarithms, are essentials. The entrance requirements for these schools are equivalent to a high-school training.

Courses advisable to take while an undergraduate in art are charcoal perspective, free-hand sketching, water-color designing; in mechanical drafting, elevations, rendering; in engineering, elementary engineering, slide rule, transit and field work, mapping, interpolating contours, enough to give thorough knowledge of engineers' plans, cross-sections and profile of roads, drainage and construction of drives, roads, walks, walls and pools; in mathematics, geometry, trigonometry, logarithms are not essential, but are of great value; also Latin, English composition, and knowledge of practical business methods. One must also have horticultural training, botany, also structural botany, identification of trees and shrubs, winter and summer, pomology. Practical training along above lines is necessary to add to theoretical training. Also elementary entomology, sprays, insecticides and fungicides, is needed.

Financial return

THE following is compiled from Lowthorpe students:

Of information received from 30 members, the following data are found on "income figures":

One year's practicing or under: three under $800; one, $800–$1500.

Two years' practicing: one, $1500–$2500; one, $800–$1500; four under $800.

Three years' practicing: one, $800–$1500; one under $800.

Four years' practicing and over: two, $1500–$2500; four $800–$1500; one under $800.

Qualifications desirable for success

LOVE of art or horticulture, a pleasing personality, and ready adaptability to varied lines of thought are necessary. Drawing, accuracy, imagination, broad vision, appreciation of values, knowledge of light and shade and proportion, attention to detail and ability to know and combine all in a symmetrical unit; physical ability to stand this work, as it involves much manual labor while learning; an ability to direct laborers and direct and meet practical workers, such as contractors, and ability to hold the confidence of clients are essential factors for success.

Disadvantages and advantages

THE disadvantages are confinement, drafting long hours at a time, long hours of work in short periods of time in spring and fall due to the seasonal nature of the work. The chief advantages are contacts with people and nature.

Extent of occupation

THE demand is greater than supply in all sections of the country and branches of the work. There are approximately 250 women engaged in this field of work in the United States.

Suggested reading

IT is best to obtain lists from college libraries that have Landscape Architecture in their curricula, such as Harvard University, Urbana College, Illinois, and the Massachusetts Agricultural College at Amherst, Massachusetts.

THE LANDSCAPE ARCHITECT

ELIZABETH PATTEE

Description of occupation

THE profession of landscape architecture is one that is interesting and diversified in that its aim is so to use the imagination and abilities that the beauties and charms of nature can be appropriately linked with the formal creations of men which we call architecture. The landscape architect must carefully study his problem, first on the site itself, examining all the natural conditions, and then on paper in the office, working out to a practical solution his conception of the problem. Throughout its course the work will be divided between the indoor work of studying the plans and the outdoor work of inspection, supervision, and planting.

Preparation

The training of a landscape architect should be composed of the artistic studies of architectural and landscape architectural design, drawing, perspective, etc., and the scientific studies of botany, horticulture, plant material, surveying, and construction.

Following is a list of colleges and schools which offer courses in landscape architecture to women: Cornell University; University of Illinois; Lowthorpe School of Landscape Architecture for Women, Groton, Massachusetts (excellent training in the knowledge and use of plant material); Cambridge School of Architecture and Landscape architecture, for Women, Cambridge, Massachusetts; University of California. Several excellent schools of landscape architecture, such as that at Harvard, are not accessible to women.

The above-mentioned schools are not post-graduate, and the courses vary from three to four years. Any one desiring to take a collegiate course before studying landscape architecture should take some or all of such courses as history of architecture, art, free-hand drawing, botany, trigonometry, and mechanical drawing.

The ideal education for a landscape architect is first to fit himself in the profession of architecture by training at an architectural school, such as the Massachusetts Institute of Technology, Columbia, and Cornell, all of which are open to women. This should be followed by the studies more particularly needed in the practice of landscape architecture. This gives the student the most comprehensive idea of design and fits him to produce in his work a feeling of unity between buildings and their surroundings, without which no good work is possible.

Financial returns

Most persons taking up such a profession as landscape architecture have in their minds the intention of ultimately carrying on their own business. This is perfectly possible for any one with sufficient theoretical training and some practical experience obtained by working in a landscape architect's office for several years. Many who are fortunate enough to work up a clientèle, start in for themselves in a small way immediately after completing their training.

It must not be supposed that the profession of landscape architecture is a remunerative one, in the sense of large financial returns. A good, comfortable living should be made by any capable person, and of course there are always those who can make a particular success in any career. Any one newly starting out as a draftsman in an office would not, at first, receive more than a living wage ($15 to $20 per week), and probably the salary would not amount to more than $30 per week for several years. By that time a woman would doubtless have branched off into business for herself. In the Eastern States there is still a considerable prejudice against women draftsmen, both in architectural and landscape architectural offices, but this will eventually be overcome.

Qualifications desirable for success

Any one desiring to take up landscape architecture as a profession should have a keen appreciation and love of the beautiful in nature. This is essential. Naturally it is a great help if she has always studied and worked with plants and flowers. Accurate knowledge of the plants and their use in planting can be obtained by study and work with them, as can the imagination be greatly stimulated by the study of design. Skill in drafting is something which can be acquired by practice, and at best is not an end in itself, but a tool for the expression of the imagination.

Although the profession is not one by which to become rich, it has many advantages that cannot be measured by financial returns. One learns to appreciate and take pleasure in many things in life that exist all about, and one's vision and understanding of all the other arts is greatly increased. A very great asset to be considered is the large amount of out-of-door work involved and its healthful results.

Advantages and disadvantages

The work indoors is taken up with the making of plans. The busy times in the office are necessarily governed by the two planting seasons, spring and autumn. The indoor work precedes these, as the designs must be made before the plans can be carried out. The disadvantage of the profession is the concentration of work into rush seasons in spring and fall, followed by slacker times in winter and midsummer. To some this would appeal as an advantage.

Supply and demand

Landscape architectural work is carried on all over the country, though, of course, concentrating in the centers of greater wealth, since the demand for it is the outcome of a more settled life, and a desire for art and culture. In the past the East has been the principal field for this work, but from now on the West will probably offer more opportunities. So far, the field has not been overcrowded, as landscape architecture has only been recognized as a profession for a comparatively few years. A number of women are engaged in the work, whose standing in the profession is well recognized. There is a good opening for women, and they seem to be especially adapted to become good planters; that is, proficient in the selection of plant material, something which at the present time and in this country is not emphasized enough.

Suggested reading

Kemp's "Landscape Gardening," revised by Waugh.
"Theory and Practice of Landscape Architecture" — H. Repton.

"Landscape Gardening" — Downing.
"Charles Eliot, Landscape Architect" — C. W. Eliot.
"Garden Craft in Europe" — H. Inigo Triggs.
"Town Planning in Practice" — R. Unwin.
"An Introduction to the Study of Landscape Design" — H. V. Hubbard and Theodora Kimball.
"English Pleasure Gardens" — Rose Nichols.
"Art Out-of-Doors" — M. S. Van Rensselaer.

ARTS AND CRAFTS

DESIGNING, A VOCATION FOR COLLEGE WOMEN

FLORENCE McGOWAN

Designer, Joseph A. Morris & Company, New York City

Description of occupation

THE question of clothes is one that has perpetual fascination for women. There are many things connected with designing — which, briefly, is nothing more than putting this natural interest in planning models for gowns and frocks on a professional basis — that should make it unusually attractive for college women who are trying to decide on a vocation. Many girls are skillful with the needle by instinct and as a result of careful home training, and if their general inclination is toward designing attractive things to wear for themselves and their friends, they can be reasonably safe in assuming that they will enjoy the work as a profession.

In a large manufacturing establishment the designer's tasks consist of planning the model for a garment in detail and doing everything in the way of preparation for the actual making of it. The designer's work depends in part upon the size and grade of house where she is employed, upon the number of sample hands she has to assist her in carrying out her ideas, and upon the number of models she is expected to turn out each week. The designer must know how to do the actual work before she can explain it to her sample hand. Sometimes she drapes and cuts the material and then gives it to a sample hand to finish; or she will make a sketch of it and carefully supervise the model while it is being made.

The woman who goes into this work will find that it requires being always on the alert for new ideas and being quick to put these ideas into execution. The most artistic and original model that one can imagine has but little value to the manufacturer if some one else gets it on the market before he does. In executing her design there are many things she must keep in mind. If she makes a sketch it must be practical so that her assistants can carry out the idea readily. She must keep within a cost limit, since houses usually specialize on a certain priced gown that will meet the requirements of their customers. Very often she is called upon to do without the extra half-yard of lace or ribbon which makes the wholesale cost of the gown prohibitive for profit. Adaptability, therefore, is one of the characteristics she must possess.

Qualifications desirable for success

But in order to succeed she should have many other natural qualifications for the work such as good taste, originality, imagination, keen sense of color, and courage to carry out her own ideas. Good taste will be revealed both in the color combinations effected and in the line and general idea of the costume. Some of it is acquired by experience and years of training, but no amount of time spent on designs will be of any help unless the girl has a feeling for the thing she is trying to do. In other words, she must be an artist fully as much as the one who works with brush, pencil, and paint.

Preparation necessary

Usually schools of design require one year for training. Two years are better, because that length of time permits of longer courses in drawing and art. Practically every large city has some technical or semi-technical school which offers at least elementary classes in designing. Pratt Institute, in Brooklyn, New York, and Teachers College, Columbia University, New York City, are among the best and most popular schools for this purpose in the country.

The student will profit by thorough courses in historical costumes, sketching, drawing, and French. The French language will be very useful to her if she is sent abroad; besides, many of the best fashion magazines are published in Paris in the French language. In addition, her general reading will comprise the leading fashion magazines of this country, in which, if she is successful, sketches of her own models will often appear.

Financial return

Few vocations compare with designing in the financial returns they offer. By proper application to her tasks, the young girl who starts as an apprentice at $25 a week can advance rapidly if she possesses the necessary initiative. In general, the maximum salary of designers to-day is approximately $200 or $250 a week.

Advantages and disadvantages

There are disadvantages and handicaps, to be sure, in this line of work as well as in all others. To the girl who does not like a large city, it can hold out but few inducements, since there is practically no demand for designers in small towns. Then, too, at first it requires working more or less under factory conditions, where the noise of machines is fatiguing at times, but much of this can be overcome through proper adjustments.

To offset these disadvantages, the position has many attractive phases. Head designers usually have an opportunity to go abroad, to Paris, once a year or oftener, and this naturally is alluring to the girl who enjoys traveling. The daily routine is not confining since about one third of the time is spent away from the shop. To get new ideas for frocks and gowns, designers frequent places where wealthy women, arrayed in the latest fashions, gather, such as dances, the opening nights at operas and theaters, and the best hotels at luncheons, teas, and dinners. Large houses allow designers an expense account for purposes like these and the returns always more than justify the expense. Few women earning their own living can enjoy so many luxuries as do designers, or have similar opportunities for seeing the most brilliant social life in the largest cities in the world.

Supply and demand

The demand for designers seems to be increasing rather than diminishing. The manufacture of gowns and dresses for the wholesale and retail trade has been very lucrative of late and new establishments with positions to offer have been springing up rapidly in New York City the past few years. One needs but look through the "want ad" columns of the daily papers, or a trade paper like "Women's Wear," to be convinced that manufacturers are constantly on the lookout for good and original designers and are willing to pay high salaries to those who can command them.

THE DIRECT COLOR PHOTOGRAPHER

HENRIETTA HUDSON

Member Royal Photographic Society, Technical Group, Great Britain

Description of occupation

Before selecting direct color photography as a vocation, it is imperative to have one's eyes tested as to their color vision, as a correct color eye and color sense spell success, and the lack, disheartening failure. It is a delightfully fascinating vocation for many reasons, among them the important one of being brought in contact with the people who are doing worthwhile work. It can be used as an adjunct to the many professions where color data — that is to say, correct color registry — is of importance, such as in medicine, chemistry, astronomy, agriculture, botany. So much for the professions.

Artistically, it can be employed as a side issue in the photographic studio as a means of portraiture, or copying paintings, or taking gardens and interiors in colors. In the artist's studio it is valuable for making illustrative designs for advertising purposes; in museums it can be used for copying rare collections of jewels, pottery, tapestry, and paintings; for cataloguing and exchange purposes among the various museums, when a black-and-white photograph would be inadequate to express the color data.

Everywhere that color rendering is essential, direct color photography can and will be more and more employed, as new and better methods for the perfect rendering of color photographically are discovered.

The most interesting branch of this vocation is along the lines of research work, as it gives the chance of seeking and perhaps finding a perfect process for movies in color, or a way of photographically printing in colors on paper.

This is a mere outline of the possibilities of direct color photography. All the things specified are things I have done personally, successfully, even to experimental X-ray work in colors. The specialist in this vocation must have wide interests and a keen understanding of the needs of the various professions, and any student, by including a knowledge of direct color photography, can add an extra power to her professional vocation.

The manipulation of the direct color photographic plate is a simple matter, most easily acquired, the essential dark room with an inexpensive equipment amply adequate. There is no method of printing in colors photographically at present available, but several are promised for the near future. The training needed would be along photographic lines, for use in the photographic or art studio; for research work the study of color and chemistry must be added to the photographic training; whereas should illustrative advertising be undertaken, then a knowledge of the various photo-mechanical processes for the reproduction of color by the half-tone process is essential, as a direct color photograph intended for reproduction purposes must have a different quality.

Advantages

It is a delightful vocation for a woman as it takes the worker much out of doors and among charming people. I would not advise the purely photographic worker to confine herself exclusively to direct color work, as at present there is not sufficient demand nor understanding to bring in an adequate financial return for the outlay of brains and capital required to do good work. The research worker, on the other hand, must perforce spend many hours in the dark room and add hours of study to the hours of practical work. Still the opportunities for advancement are greatest in research work, as new worlds or new germs or new methods of color expression may be discovered by those with the essential qualifications: A CORRECT COLOR EYE AND COLOR SENSE.

Supply and demand

FEW are in this field of work, as the photographic expression of color is still in its infancy, though in the last few years many efforts have been made to solve the problem and progress has been made toward its solution.

The two best-known direct color photographic plates are the Lumiere Autochrome and the Paget Color Plate, each with its own special virtues. The autochrome is technically simple to manipulate, with a correct color scale, in the proper hands, available in small and large sizes; the Paget exquisitely clear and projectible for lantern slide work, and suitable only in the smaller sizes.

Financial return

DIRECT color photography being an individual profession or vocation, the financial return for labor expended rests entirely upon the individual; to some it brings fame and money, to others just work and a living wage. In both cases it should bring contentment.

Reading

INNUMERABLE books have been written and published on the various theories and methods of expressing color photographically, but the greater part are out of print and are not usually to be found in our libraries. Of those available, several are in foreign languages and have not been translated. It would be impossible to give a complete list here, but I am adding a short one. The advanced worker will search for the others herself.

"Handbooks on Autochrome Color Photography" — Lumiere. (R. J. Fitzsimons. New York.)

Paget Color Plates (Paget Method), issued free by the manufacturers.

"Color Photography" — R. James Wallace. The Photo-Miniature Series No. 38. 48 pp. diagrams. 1902.

"Color Photography" — George E. Brown. Photo-Miniature Series No. 128. 42 pp. diagrams. 1913.

"All About Color Photography" — George E. Brown. Photo-Miniature Series No. 147. 44 pp. diagrams. 1916.

"Photography in Colors" — G. E. Johnson. 240 pp. illus. London (3d ed.). 1916.

"Natural Color Photography" — E. Koenig and E. J. Wall. 92 pp. illus. London. 1892.

"Three Color Photography" — A. Von Hubl. 148 pp. illus. London (about 1890).

"Color Photography." A quarterly supplement to "The British Journal of Photography," begun in 1907 and still being published. Edited by George E. Brown; London.—This is the most valuable single work on the subject and includes a summary of all known methods.

"Color Photography." See the lengthy papers in Wall's Dictionary of Photography, London, 1907. Cassell's Cyclopedia of Photography, London, 1910. Woodbury's Encyclopedia of Photography, New York, 1900.

THE GARDEN PHOTOGRAPHER

JESSIE TARBOX BEALS

Description of occupation

A NEW and practically untried field is open for women in the line of garden photography. Women are natural makers and lovers of gardens, and the desire to have them perpetuated is a very real chance for other women who, having no gardens of their own, love them as belonging to their more fortunate sisters, and learn how to make blossoms last all the year around by taking beautiful photographs.

It is more than a fad. It is a vocation that calls for the highest ingenuity, for a capacity for earnest work, a knowledge of color, color values, of composition, of business principles, and every other natural capability.

With the field as big as it is, as far as I know there are only three or four specialists in this line in this country, and their services are in great demand. You hear of them as being called to Florida to photograph a great estate involving, perhaps, three hundred negatives, or to California, or to Europe.

Most of the garden photographs seen in the magazines show that the work was done by people without any knowledge of the pictorial qualities that are so necessary to the successful garden photograph. Changing the position of the camera only a few feet makes all the difference between mediocrity and a picture charming enough to be framed. The knowledge of where to put your camera, whether you understand the principles of composition or not, is one of the necessities in this business.

It is usually necessary to understand, in connection with garden work, how to take artistic photographs of houses, both exterior and interior, so that a complete album can be made showing everything about the estate. This frequently includes portraits of the customer's family, especially the children, in the garden, perhaps with their domestic pets or live stock, so that one needs to have quite a general knowledge of other than this single branch of garden photography.

Preparation necessary

THERE are no schools that make a point of teaching this branch of photography. In talking the matter over with Clarence White, the head of his own school, he said:

"I can teach only the fundamentals of photography in the limited course pursued by my pupils. They learn how to use the tools of their trade; the camera, lenses, chemicals, the materials to produce a finished picture, the principles of light. Then we take up the simple principles of art, including composition, perspective, color, form, mass. Then they are given certain problems to work out in portraiture, both indoors and out, still life, landscapes, etc.

"In order to carry out the teaching of outdoor portraiture in our school in the country, we built a garden with the help of the pupils, so that they might see the possibilities of various arrangements as accessories for their sitters; why a certain shaped sapling might be used in one composition, why a mass of shrubbery might conform with another sitter's personality. But no definite instruction is given along the lines of garden photography. With the fundamentals instilled in the mind any branch of the business that interests the pupil may be carried out, whether portraiture, architectural photography, garden photography, commercial or other work."

One of the best ways to gain a quick working knowledge of any branch of photography, and this particularly applies to the garden end of it, would be to try to gain admittance to the studio of one of the specialists in this line of work, as an apprentice, paying a fee for it, of course, and in this way getting right into the heart of things by practical work through the garden season. It may be difficult to gain this permission, but it would certainly pay.

Financial return

The field being so limited at present, it is impossible to say what a person could earn as assistant to a regular photographer. With a fair knowledge of her camera and lenses, developing, printing, and finishing methods, she would be able to ask from $20 to $50 a week, according to locality. The larger studios give the larger chance, of course.

Starting out on her own initiative, after securing an order to photograph a garden she would charge her patron so much for each finished picture, anywhere from $3 to $10 for the first print of each view selected, with an extra charge for any extra prints.

Qualifications desirable for success

A woman who takes up the business end of any of these outdoor branches must be strong. Unless she has capital to start with, she will have to carry her own outfit, and this is no light task, though in these days the way of the garden photographer is not so strenuous as it was ten years ago. Films are used now, even in the larger sizes, as 8 x 10, and many photographers use 4 x 5 and 5 x 7 outfits, and project (the new term for enlarge) the views to any size desired.

Advantages

This business, with a bit of care and ingenuity, can be built up to a well-paying proposition. Every city has its beautiful gardens, some very expensive and formal, others smaller and more intimate. Practically every owner wants lovely pictures of his garden, and if they are successfully made, beautifully finished and mounted, they will be the best advertisement that the photographer could possibly have.

Reading

Horace McFarland has written a book on photographing flowers and trees. Some of the "Photo-Miniatures," published by Tennant & Ward, would give general hints along the lines I have mentioned. A careful study of some of the architectural, garden, and society magazines will help a great deal.

THE INTERIOR DECORATOR

ELLA M. FLANDERS

Description of occupation

In the last four years women have come forward in the business world in great strides. A few years ago a college graduate either filled a position as school teacher or retired to her home, but to-day women are fitting into almost every branch of business, and among the many fields open to them is that of interior decorating.

As to-day the home is more in evidence than it has been for a long time, the housing condition is making people contented to remain where they are, and then the next thought is to re-decorate instead of moving elsewhere. This is woman's natural work, making the home beautiful, and she is better adapted for this work than man.

Preparation necessary

THERE are many schools which give courses on this subject, but I believe the better way to secure a knowledge of this profession is to serve apprenticeship with some good firm and learn the practical end of the business as well as the artistic side.

Financial return

THERE are interior decorators whose income amounts to many thousands of dollars a year, but a fair living is what the average decorator secures from this vocation. A student while serving apprenticeship earns from $12 to $35 a week, according to the locality and the firm by which she is employed.

Qualifications desirable for success

THE chief qualifications which lead to success in this field of work are: a good general business knowledge, executive ability, a great deal of constructive imagination as well as artistic temperament, and an intense love for the work itself.

Advantages and disadvantages

LIKE every other vocation, interior decorating has its advantages and disadvantages. The chief advantage is the contact with people who are seeking the beautiful and the environment of the lovely homes in which one works.

The disadvantages are few. Of course, in the busy season the hours are very, very long, and many times one must work far into the night. One has to cope with keen competition and very often meets difficult patrons.

Reading

Among the many good magazines published on this subject are the following:

"House and Garden."
"House Beautiful."
"Country Gentleman."
"Good Furniture."
"House Furnishing and Decoration," edited by Abbott McClure and H. D. Eberlein, and "A Book of Distinctive Interiors," by William A. Vollmer, are splendid books.

THE JEWELER

MARGARET ROGERS

Qualifications

The principal qualification for a successful jeweler is ability to design artistically. To be a good designer one must understand the work from a craftsman's point of view and be able to execute the work and have a knowledge of all the details; otherwise, the designs are apt to be impractical, and when the worker tries to adapt them to the goldsmith's art they lose much of the original charm. Another qualification must be natural talent. One can acquire skill, but the artistic side must be born in one. Unless one has ability and love of this kind of work, I doubt if it would be a successful field.

Advantages

If one has decided artistic ability and once understands the limitations connected with the actual construction, the advantages are good.

Opportunity for advancement

Opportunity for advancement depends entirely on the ability of the worker, whether she is in business for herself or designing for some manufacturing jeweler. If working independently it requires capital and a good knowledge of stones, both precious and semi-precious.

Demand

There is a demand for jewelry designers, and like everthing else, there is plenty of room at the top.

Where training may be obtained

Pratt Institute, New York, is one of the best schools for this training. Also, there is an elementary course in the Boston Museum of Fine Arts, but I think it would be necessary to continue work under some jeweler, either as an apprentice or by paying for the privilege of studying under him.

THE MINIATURE-PAINTER

AMY OTIS

Director, Art Department, Wheaton College, Norton, Massachusetts

Description of occupation

The miniature of the present day is a revival of an earlier form of art that has had a distinguished history. Originating in the decorations on old missals of the Middle Ages, it has appeared since in the tiny portraits in which Holbein in the sixteenth century and Van Dyke in the seventeenth century perpetuated the features of their royal patrons. The most distinguished society of our Colonial period is known to us by the miniatures of Malbone and other painters of the time. With the coming of photography, however, miniatures degenerated or practically ceased, for a tinted photograph is not a true miniature.

During the last decade of the nineteenth century a group of American painters, trained artists, who were already doing larger work, began to experiment in the painting in water-colors on ivory and the modern miniature is the result. A miniature, then, is a small painting, usually a portrait, done in water-colors on ivory. It should have no connection with a photograph, but should embody the highest ideals of good drawing, values, color, and individual expression.

Training necessary

THE training necessary to a miniature painter is that required by any portrait painter plus lessons in the technique of the particular medium. A college student wishing ultimately to become a miniature painter should select a college where there is a good course in studio work, including drawing from the model, which she may pursue while she is an undergraduate. In this time a thorough foundation in drawing and painting may be laid so that the student could be admitted without further preparation to a portrait class in one of the good art schools.

The Art Students' League, New York; The Academy of Fine Arts, Philadelphia; The Museum School, Boston; The Art Institute, Chicago. These are some of the best schools. There are others which might answer the purpose equally well and the student would be guided by convenience. Classes in miniature painting are not usual in the art schools, but there is one at the Art Students' League in New York.

Special schools are: The American School of Miniature Painters, 939 Eighth Avenue, New York City; The Philadelphia School of Miniature Painters.

It might be as well to take a few lessons of some good miniature painter or even to work without instructors on ivory from a model and thus work out one's own technique. This would be advisable only after the student is proficient in drawing and painting either in oils or water-colors.

Qualifications desirable for success

The qualifications for success in this, as in any branch of portrait work, are not only artistic ability — that would develop with training — but the special ability to get a likeness, which is a natural gift. This being the case, it is impossible to limit the time necessary for study, as it depends so much on the talent and determination of the student, but with these much can be accomplished in a short time.

Opportunities for advancement

The opportunities for miniature artists are greater in the large cities where there is wealth, as miniatures are a luxury.

Advantages

One of the pleasant features of the work is the contact with interesting people. The social element plays a large part in any portrait painting.

The miniature painter should begin as soon as possible to send work to the exhibitions of the miniature societies. These societies have been formed to spread the knowledge of the art; to keep up the standards of work and to help the artist to be known. The number of good miniaturists in the field can be judged by noting the membership:

The American Society of Miniature Painters, New York, 27 members.

The Philadelphia Society of Miniature Painters, having exhibitions in the Academy of Fine Arts, 40 members.

The Chicago Society of Miniature Painters exhibiting at the Art Institute, 11 members.

The field is not overcrowded.

Financial returns

The financial returns are good. The prices paid for miniatures vary from $100 to $1000 according to the reputation of the artist, and the good miniaturists do not lack for commissions.

Suggested reading

THE literature on the subject of miniature painting is of very little practical aid, but there are two books which offer valuable suggestions with regard to materials:

"The Art of Miniature Painting" — Charles W. Day. Published by Winsor & Newton, dealers in art materials.

"Guide to Miniature Painting" — J. S. Templeton. Published by George Rowney & Co., Manufacturing Artists.

The following books are useful for the history of the art in a compact and interesting form, with illustrations of some of the best old miniatures:

"Miniatures—Ancient and Modern" — Cyril Davenport.

"How to Identify Portrait Miniatures"—George C. Williamson. Published by George Bell & Sons.

THE PHOTOGRAPHER

MARY L. PATTEN

Description of occupation

PHOTOGRAPHY has a wide field. It may be used commercially, as in advertising work which includes the copying of portraits, manuscripts, etc.; in scientific work; in portraiture, in which there is a chance for a very wide variety, from a sharply focused picture showing every detail to a study of light and shade made with a soft focus lens. There is a demand for each kind for various purposes and to suit different standards of taste. I am a portrait photographer. Many women are doing the commercial work, combining with it developing and printing for amateurs.

Much portrait work is done now in homes, giving a pleasant change from constant work in the studio. The tendency is toward a natural picture, more of a snap-shot, in contrast to the old-time, carefully posed portrait which was often stiff.

In the old days only a north light was used; now I use sunlight and window lighting, often taking my subjects against the light, which gives a very charming effect. When I began my home portrait work twenty years ago it was practically unknown and was very successful. The established photographers told us we could not make a good negative out of a studio, so to make sure we lugged around the big studio camera, strapping the stand to the back of a cab; now I carry a light outfit in a straw suitcase and use a rapid lens and rapid plates or films.

Preparation necessary

In the matter of training or preparation, nothing can take the place of actual work with a camera and in the dark room, developing one's own negatives; then printing from the negatives, experimenting with various kinds of paper to get the effect desired. Most professional photographers served their apprenticeship in some studio, working in various departments. A rough knowledge of chemistry is very useful, although I am afraid the average photographer is far from scientific. My own training began in the Normal Art School, where I spent four years, and I drifted into professional photography very much by chance, finding the knowledge of light and shade and composition, which I gained in the art school, very helpful.

The length of training for the portrait side of the work depends entirely upon the ability of the person. *Work in a school is of more value after some practical work has been done*, and much may be gained by experimenting with a kodak and developing the negatives. From the standpoint of the artistic photographer the best school for portrait work is Clarence H. White's in New York. There are two others in New York which give more of a commercial training, and one in Effingham, Illinois. These schools are:

Clarence H. White School, 122 East 17th St., New York City.

New York Institute of Photography, 141 W. 36th St. New York.

E. Brunel College of Photography, 1269 Broadway, New York.

Illinois College of Photography, 910 Wabash Avenue, Effingham, Illinois.

After training gained both in studio and school, if possible, the worker seeks the place for which her taste and ability fit her. She may choose developing, retouching, printing, finishing, or making of the negative, or, if she is ambitious and wishes to work out her own ideas, she will start a studio of her own. In that case, since there is much competition and rents are high in a large city, it is wise to start in a small town and not expect more than to cover expenses the first year. The outfit, camera and lenses cost very much. After the first year one should make a good living from the work. I work but nine months of the year, since the summer is not a good season in Boston, and make a good living from it. Many photographers go either to the seashore or mountains for the summer trade.

Qualifications desirable for success

To succeed requires infinite patience with the many difficulties to be overcome in handling plates, films, chemicals, and printing paper. For example, one must figure on the slowness with which things work in cold weather and the speed in summer. Infinite patience and tact are required in handling restless children and stiff and self-conscious grown-ups. A woman's individuality should count here. Each year by experimenting, skill and knowledge of the profession are added.

Advantages and disadvantages

The profession has many advantages; chiefly I should put its great variety, especially to the worker who is jack-of-all-trades. There is always something new to try out. It is by no means sedentary and leads one much out of doors. Again, one meets many interesting people and makes friends and acquaintances. Its disadvantages have been now rendered very trifling, since work in the dark room is shortened by new methods and the hours of confinement are not long. Possibly one third of the people engaged in photography are women and the pay is now very good in comparison with clerical work. There seems to be a steady demand for workers.

Reading

Many of the photographic magazines offer helpful suggestions. The "Photo-Miniature," "a monthly magazine of photographic information," is especially good. Copies may be bought at photographic supply stores. There are innumerable handbooks on every branch of the subject, but, as a rule, they would be too technical for a beginner whose best book is a small camera.

THE SCULPTOR

EDNA ISBESTER SPENCER

Winner of the Kimball Prize. Has exhibited at the National Academy New York, and the Pennsylvania Academy

Description of occupation

The women sculptors of to-day have earned their right to recognition by creating and producing the originality and beauty in sculpture. Therefore the success of the woman sculptor is assured, but must be accomplished with years of study and concentration.

For those who intend to select this as their career, let me earnestly advise first that they look well within themselves, and be sure that it is the profession fitted for them, and that they feel they can truly contribute to the betterment of the sculptor's field. One must love her work in order to produce the best results, and if that ideal is not instilled in the mind, it would be better to apply the study spent along the lines of sculpture in another direction, but if one feels the call, and feels the creative spirit, then take up the career.

The art of sculpture goes back many centuries, but the process by which we now arrive at the finished product is time and labor saving for the sculptor. While in the earlier days the sculptor cut his own work directly from the marble, a machine is now made which does the measuring and cutting. The sculptor of to-day makes a model in either plastiline or clay, which when finished is sent to the caster, or it is sometimes cast in the studio. That plaster cast is sent to the bronze foundry, where it is moulded in bronze, which in itself is a long process, and well worth a visit to some foundry to see the details.

Training necessary

We are fortunate in having four large schools in the East, which have men of recognized merit, well endowed to teach the fundamentals, and guide the student through the four years' course with a great understanding of the subject. There are many smaller schools, but I would advise the selection of one of the following:

Museum of Fine Arts School, Huntington Avenue, Boston. Mr. Charles Grafly, Instructor.

The Art League of New York, West 58th Street, New York City. Mr. Robert Aiken, Instructor.

The Chicago Institute, Michigan Avenue, Chicago. Mr. Albin Polasek, Instructor.

The Pennsylvania Academy of Fine Arts, Philadelphia. Mr. Charles Grafly, Instructor.

At the Museum of Fine Arts School in Boston, the course consists of four years of training, working from life. There is an afternoon class for beginners, where the student works from the cast, and when the work merits it, the student is advanced to the morning modeling class. It is essential that a thorough knowledge of anatomy be obtained, and a course in that most important study can be taken free of charge while studying modeling. The course is of about three months duration.

After completing the school course, the student may then work with some sculptor as assistant, thereby getting into close contact with the working conditions of the studio and the setting-up of heroic figures which are not included in the school studies. The hours are from nine o'clock until one. Two afternoons a week are given to composition, or more, as the student wishes.

Opportunity for advancement — Financial return

THE opportunities for advancement are many. The financial return the first year is not large. If the quality of the work is of a high standard, there will always be a market for it.

Qualifications desirable for success

A SUCCESSFUL sculptor cannot be made from a student without some natural talent for the subject, and the skill that is needed and necessary must have that as a foundation upon which to build.

Supply and demand

STATISTICS show that there were 15,429 women artists, sculptors, and teachers of art in the United States in 1910, but the percentage for sculptors would be small, approximately ten per cent.

Reading

SOME of the best books on the subject of sculpture follow:

Ernest H. Short's "History of Sculpture," comprising Hellenic Sculpture, Roman Sculpture, the Sculpture of the Italian Renaissance, and Modern. Other books on the same subject have been written by Harold North Fowler, Ph.D., and Lorado Taft.

THE STAGE DESIGNER

LUCY CONANT

Department of Home Economics, University of California

Description of occupation

THE occupation of stage designing is one that comprises varied study and background. It means knowledge of architecture, the sense of spaces, especially cubic, the psychology of proportion and color, the experience of experimentation in colored lighting. It denotes a feeling for the subtle and a daring for the grandiose; a spirit sympathetic and various that can continue the imagination of the playwright to a degree that shall enhance the play by means he knows not, while moving in pleasant leash with his own meaning and desire; an intuition that often must make a stage an imagined place of beauty in spite of need for great economy, and can accomplish such an end through the powers of reserve and salience, enhancement and subordination, born of the study and the sense of pure design.

Preparation desirable

PREPARATION should include such study of pure design, the knowledge of the use of paints and tools, the historic background of buildings, decoration and costume, lighting, and carpentry, if possible. The school of the Museum of Fine Arts in Boston has a comprehensive course in stage setting, connected with its classes in design. Practical work is given, and the student who is artistically ready often is able to carry out a play from beginning to end, including the costuming, in coöperation or alone. Such work is also done in the Department of Drama, at the Carnegie Institute of Technology in Pittsburgh, but probably not in connection with the study of design as in Boston where the museum itself is the daily source of research. A four-year course may be undertaken in Boston, or a student offering the necessary prerequisites may enter as a special student. As an undergraduate, planning for future stage work, courses in design and period styles, in figure drawing, and in composition and the crafts, in the history of art or archæology, and, not to be neglected, in the theory of color, would be invaluable.

Opportunity for advancement

It is not easy to speak of such, for the large stage work is almost entirely in the hands of men, of special designers, and the regular firms of stage painters. Robert Jones, Anisfeld, Livingston Platt, Urban, Pogany, Hewlett, Maurice Browne, and others constantly are completing interesting designs. A woman might continue her study as practical assistant to such designers, and, possibly preceding such employment, she might put on plays in an experimental or small community theater, where her experience would be valuable, but her financial returns small. Certain women design for the stage without personally carrying out such designs. Others undertake the costumes in collaboration, completing the color scheme.

Financial return

It is impossible to give advice as to financial returns. They would depend on the power and charm of the ideas and designs, vigor of imagination, personal strength and initiative, staying power, for the work is hard, the novelty and applicability of designs, their momentary fashion or their eternal fitness.

Qualifications necessary

In thus mentioning qualifications, beside the intrinsic value of a scientific and practical training, one can add that personality and directness mean much in dealing with large numbers of people as in a pageant, but such contact comes mostly between the director and the crowd.

Advantages

The principal advantages are: the sense of creation and its realization in a concrete and actual way; the sense of fulfilled power as the created picture lives before the eyes of a tired world.

Disadvantages

The disadvantages are: difficulty in getting a position with financial returns; long hours or certainly irregular ones; if in practical work, often late at night; irregular employment, according to the needs of a playhouse or the run of a play. There is a woman in Chicago who is doing actual and good stage work, it is said. It would be interesting to know her experience.

Extent of occupation

There is a large field for women in community pageants, in school productions, in parades, and in work where costume and the combination of color are the dominant powers in pleasing an audience, and where the expense of a stage production and lighting and the exigencies of the box office do not hamper the production. As to statistics or number of those doing such work, such are not at hand.

Suggested reading

Drama of all epochs and countries.
Modern books on Design, Color, and Pageantry.
"The Theater of To-day" — H. K. Moderwell.
"The Art Theater" — Sheldon Cheney.
"The Outdoor Theater" — Sheldon Cheney.
"Play Production" — A. E. Krews.
"On the Art of the Theater" — Gordon Craig.
"Toward a New Theater" — Gordon Craig.
"The Theater Magazine."
"Drama."

The study should include that of Oriental plays, including the "Noh" of Japan and the Shadow Marionettes of Java, the ceremonial dances of the American Indians, a comprehensive study of dances and costumes of all peoples, the "Commedia del Arte" and the old English and French plays. It should comprehend photographs and publications dealing with the designs of Appia, Reinhardt, Anisfeld, Bakst, the Russian dancers and stage designers, and the modern French and English designers, including especially Granville Barker.

THE WOOD-CARVER

CARRIE L. MORSE

Description of occupation

WOOD-CARVING is cutting wood and modeling wood by means of cutting tools. There are varieties of carvers. Some do figures and groups which require much skill and knowledge of anatomy. Less trained workers carve trays, frames, candlesticks, etc., which require knowledge of design.

Training necessary

IT is necessary to understand your wood and tools and have some knowledge of design. It is very necessary to know how to sharpen tools. The length of time needed for training depends entirely on the individual. Like everything else, it requires concentration and constant practice.

Financial return

THIS vocation is not remunerative for a living wage.

Qualifications

ONE should have the power of taking infinite pains. Patience in unlimited quantities is necessary, for the work is exacting and time is usually not considered in this type of work. Also, a deep appreciation and love of the beautiful are necessary.

BUSINESS

OPPORTUNITIES FOR WOMEN IN A BOOK-PUBLISHING HOUSE

M. IRENE SALMON

Description of occupation

In the office of the book publisher there are numerous positions for women, although as constituted at present the staffs of most of the larger houses include more women without, than with, college educations. The work is always fascinating to the lover of books. Much of it is of a secretarial and clerical nature, although, for those qualified, there are other comfortable and interesting niches in various branches of the business.

While all departments — editorial, manufacturing, advertising, sales, management, etc. — offer good secretarial positions, opportunities for more constructive and original work are to be found in the editorial and advertising divisions of the work.

Reading of, and reporting on, assigned manuscripts, preparation of copy for the printers, proof-reading, interviewing authors, etc., are all editorial department duties falling to the lot of the worker of special aptitudes.

The advertising field for the publisher is being enlarged daily, and writing copy for newspapers and magazines, preparing news notes about authors and books, laying out bulletins, catalogues, circulars, posters, etc., are most interesting occupations, though the routine work in this department should not be underestimated.

The publishing house which has its own press automatically adds to its list of available positions for women an entirely different group. Women with artistic leanings who have acquired technical knowledge of typography, designing, engraving, binding, etc., often contribute much to the efficiency of the manufacturing department.

While the idea of road work is appealing to some, the great distances to be covered in a given time by those who have to sell to the bookstores of the country have seemed to make this work too arduous for the average woman. On the other hand, there is a real selling field — and as yet but little tilled — in connection with standard books and sets of books sold by subscription to private individuals. Women, sincerely impressed with the merit of these publications and enthusiastic to bring suitable reading matter into homes where it is particularly needed, here find agreeable employment and an opportunity for educative work of a high order.

Some women have proved most successful in the work of instructing special sales forces of this kind, while others have shown much capability as supervisors of correspondence in large departments like the educational (through which the sale of hundreds of thousands of school and college textbooks passes each year).

Employment questions and details of office management here and there are placed in the hands of some young woman sufficiently acquainted with the publisher's policies and the average worker's point of view to make the arrangement advantageous to all concerned.

Preparation

It is difficult to prescribe exact preparation for work in this field. The young college graduate with a knowledge of stenography and typewriting will find more chance for wedging into the work than one who lacks this special training. The interested, efficient girl with a well-trained memory (often the result of her practice of stenography) is frequently able, because of it, to step up into a more interesting and lucrative place in the same or another department. While the special journalistic and advertising courses offered at some of the universities and colleges may be helpful later in book work, the actual experience acquired through an apprenticeship in the publisher's office is in the majority of cases a more effective, if slower, process.

Advancement

FEW businesses offer more compensations than the publishing house to the young woman deeply interested in her work. Perhaps the least of these is the financial return. While, naturally, the salary eventually received depends upon the all-round efficiency of the worker herself, there are distinct limitations to the salary budgets of this business because of conditions governing the industrial side of it. An absolutely inexperienced girl without stenographic training receives in a clerical capacity from $15 to $18 per week, the promise of the applicant and the quality of work to be performed determining the actual figure paid; the exceptional young woman undertaking a higher grade of work, starting at from $20 to $25 per week. Strictly secretarial positions offer varying remuneration, but the average runs from $20 to $25 per week. Although there are exceptions to the rule, the highest paid women seldom receive, after years of application, more than from $50 to $60 per week.

Qualifications

THE usual business requirements as to tact, courtesy, industry, ability to concentrate, and neat personal appearance apply with equal force to this line of work.

While an ability to spell and punctuate correctly may seem of minor importance to the young woman of academic training, its value in this occupation cannot be overemphasized. A comprehensive knowledge of literature is, of course, a real asset.

Advantages

FAR removed from the din of "the Street" and various commercial lines, the atmosphere of the average publishing office is leisurely and pleasant. The chief advantages of an association of this kind are intellectual — both as to people with whom one comes in contact and the nature of the work itself — and make for a content with one's occupation which is refreshing. Many girls have found that a few years spent in a publishing house have been to them, in the accumulation of knowledge of books and life, the equivalent to a college, or post-graduate, course. The hours are uniformly reasonable.

Disadvantages

REMUNERATION on a slightly lower scale than some commercial lines, as referred to above.

Extent of occupation

THE H. W. Wilson Company report approximately 800 book publishers in the United States. About thirty of these are large, well-established concerns, fifteen or more located in New York, a half-dozen in Boston, about three in Philadelphia; Chicago, which is more especially a magazine publishing center, has its handful of book houses as well — all of which establish the East as the large field for work of this kind. All told there are probably not more than 2500 women of college education employed in the line at present so that the supply is well up to the demand. As time goes on there will doubtless be room for many others in what has been called "the most fascinating business in the world."

Suggested reading

"The Publisher," by Robert Sterling Yard.

THE CAMP-DIRECTOR

MRS. LUTHER H. GULICK

Director, Luther Gulick Camps

Description of occupation

A CAMP director is one who manages a camp for young people or older people. He may own the camp himself or direct it under the owner. He may do all the work of the camp himself, or may be assisted (as is usually the case) by a number of employees. The actual work done either by the director or under his supervision, includes the following:

Choosing the camp site.
Building the necessary buildings and ordering equipment.
Selecting the staff of employees and assistants.
Writing and getting out a camp booklet.
Securing campers by advertising, by distributing booklets, by traveling, letters, and interviews.
Securing a mailing list and clientèles.
Attending to railroad correspondence involved in transportation of campers to and from camp.
Arranging for housing, feeding, caring for campers.
Directing and supervising all camp activities.
Presiding at all important camp exercises.

Training necessary

Education which gives the camp director a knowledge and love of the out-of-doors, and which enables him to appreciate and make others appreciate everything that is fine and noble in character, literature, art, poetry, etc.; a knowledge of the laws of health and the ability to apply them.

Opportunity for advancement

Advancement is gained through greater and greater recognition by the world of the worth of camp work as *education.*

Financial return

Small for the experimental years of camp — often financial loss for several summers. When the camp is firmly established, it may be possible to clear appreciable sums.

Qualifications desirable for success

Personality (most important of all), including tact, insight and understanding, breeding, refinement, spiritual-mindedness, sense of fun and humor, business ability, executive ability.

Advantages of being a camp director

Feeling the growth of the camp movement for better manhood and womanhood through seeing boys, girls, and older people improved in spirit, mind, and body; having a wider and wider circle of friends from all over the country.

Disadvantages

Having necessary hours of anxiety over special problems connected with any business or profession; laboring for months of routine work.

Extent of occupation

Hundreds of camps now in existence — majority in New England, but others throughout the United States. Summer camping (organized) has not yet gained a foothold in Europe.

Suggested reading

"The Efficient Life" — Dr. L. H. Gulick.
"A Philosophy of Play" — Dr. L. H. Gulick.
"Summer in the Girls' Camp" — Anna W. Coale.
"Sebago-Wohelo Camp-Fire Girls" — Rogers.
Good books on nature and nature lore.
Good books on outdoor games, crafts, cooking, etc.

DEPARTMENT STORE OCCUPATIONS FOR WOMEN

JOSEPHINE D. SUTTON

Secretary to the General Manager and Treasurer, William Filene's Sons Company, Boston

I. Buyer and Assistant Buyer

Description of occupation

This position involves the selection of merchandise which will sell at a profit; the making and maintaining of mutually profitable relations between manufacturer and buyer; the knowledge and handling of departmental figures, sales, stocks, percentages of mark-up, etc.: in most stores the ability to organize and maintain a department staff of buying and selling assistants.

The line of promotion to a buyership is salesperson, head of stock, clerical assistant to the buyer, assistant buyer, buyer. One may come into the assistant buyership, however, from work in the main merchandise office of the store or from work in the comparison or shopping office, or from any general position in the store which gives knowledge of merchandise.

Opportunities for advancement

BUYERSHIP leads in exceptional cases to a division managership, the supervision of a division of related departments each in charge of a buyer. One might successfully open a small store for one's self with the training acquired as a buyer. Merchandise managers of stores in charge of all the buying staff usually progress from buyer to division manager to merchandise manager. Women as yet have made few places as merchandise managers.

Financial return

BUYERS' salaries range from $30 to $150 a week. The average is from $50 to $75.

Qualifications necessary

VARIOUS types of people succeed as buyers, but it is generally conceded that successful buyers should possess a style sense, bargaining ability, self-confidence, ability to handle and manipulate figures. Ability to handle people is desirable, but not often found coupled with the other qualities.

Buying positions pay very well and offer a field where women are needed and have a chance to make good. The old type of buyer is changing and scientific procedure is replacing the rule of thumb. College women trained to think for themselves, but to recognize authority, to do team work, to analyze facts, to meet people fairly and squarely and to recognize the need of service to all are making good buyers and will help to increase the demand as well as the supply.

II. Head of Comparison Office or Assistant to Head

Description of occupation

This job is little known outside of a store, but is perfectly possible of accomplishment by women and is particularly of interest at this time as more and more stores are adding these departments.

The comparison or shopping office of a store consists of a staff of from two to fifteen or more people responsible for keeping the buyers and merchandise managers in touch with competition. The staff must be thoroughly acquainted with the merchandise offered for sale in its own store, and must day by day follow what is offered for sale in other shops, so that its own organization will meet and beat competition. It is also responsible for following daily advertising, styles, novelties, New York showings, and to make critical reports of service and upkeep within the store.

Preparation necessary

To become assistant to the head of such a department, and finally head, would require knowledge of the technique and working of the office gained as a shopper or as a clerk in the department. Possibly a beginning might be made as a stenographer, or a transfer might be made from other positions in the store.

Opportunity for advancement

The road for advancement from head of the comparison office is not a plain one and opportunity would have to point the way. It might lead to buyership or other merchandise positions. A very thorough knowledge of merchandise and of store operation is gained in this office.

Financial return

THE salary varies with the size of the department and the importance the store attaches to the work. It might vary from $30 to $40 to $100 a week. Women are filling these positions creditably in several large stores.

Qualifications desirable for success

As this position necessitates the constant criticism of others' work and a checking-up on their accomplishments in comparison with others, tact and effectual handling of people is necessary. Executive ability in marshaling and directing the efforts of the shoppers, constant attention to and mastering of detail without letting it get the better of your vision, are outstanding qualifications.

This type of work is just developing in many stores and a well-directed effort to master it ought to meet with a ready market for services.

A college-trained woman could bring to this job a scientific knowledge of textiles, of the chemical testing of fabrics for compositions, wear, dye, etc., and could create a position in which she could be of real service to the store and to the community through her position as critic of its merchandise.

III. ADVERTISING OFFICE

THE advertising office of a large store has as its staff a manager, assistant advertising manager, his secretary, copywriters, artists, proof-readers, and stenographers. Any one of these positions, except the head of the department, would be within the capability of a girl on graduation from college.

(*a*) *Copy-Writers*

Description of occupation — Qualifications

THE ability to write in an original, forceful, concise manner, together with an eye for style and quick, accurate powers of observation, might find a college graduate this sort of a job.

A copy-writer is responsible to the advertising manager, and after interviewing buyers and merchandise people and examining the goods writes up the merchandise to be advertised.

A successful, experienced copy-writer makes the lay-out or dummy of the page. Often she has assistants whose work she assigns and supervises. An eye for line and balance, for the artistic composition of a page, for the selection of attractive designs, borders, cuts and illustrations of all sorts, an artist's power with type, are the qualities which successful copy-writers possess. Besides these a judgment of value and the personal quality of getting out of buyers the interesting points in the story to be told are very necessary.

Preparation necessary

Experience and training count a great deal in the development of a copy-writer and the line of advancement is toward head of an office as manager. Some women occupy this position. As experience brings a good knowledge of merchandise, advancement to buyer's position is possible.

Financial return

Salary ranges from $25 for a beginner to about $75 weekly.

Supply and demand

There are places for many women in this particular field.

(*b*) *Artists*

Description of occupation

Commercial artists form an important part of the advertising staff. They sketch the merchandise to be advertised, make or copy original catchy designs, silhouettes, borders, and lend, in fact, the different artistic touch to the page.

Opportunity for advancement

The advance from artist on the staff of a store's advertising department is into the field of commercial artists drawing for style publications. This step is often taken and the larger province is an attractive one, offering freedom of work which can be done at home or in a studio. The pay is very good and the range wide, varying with the individual's ability.

IV. Planning Department

Description of occupation

A few large stores are developing research organizations whose job it is to solve difficult problems of operation, invent and perfect system, save waste, discover weak spots and cure them.

Qualifications

The kind of ability needed here is initiative, power of analysis, a good scent for faults, and a creative power in thinking out new and better ways of doing things.

Financial return

A capable assistant in this department would receive $30 or $40 a week. The head of the department, a person with experience and proven ability, could command $100 a week.

V. Accounting, Supervision of Expense. Statistical Work

Description of occupation

A thorough knowledge of the principles of bookkeeping and accounting, economics, banking, and theory of statistics should enable a college graduate to find work of this sort in a store. Such a girl would have to make a place for herself and blaze a trail, as few women are holding these positions.

Financial return

The writer knows of one woman who is an able supervisor of expense for a store at a salary of more than $50 a week.

VI. Secretaries and Stenographers

Description of occupation

Many college women are taking advantage of stenography as an entering wedge into the business of a store. Sometimes the wedge forces a way in to better things, but very often it remains stationary. A typewriter is a very absorbing instrument and its operation is sometimes apt to overcome thought, though there are many instances to the contrary.

A stenographic position near the top of a store organization is a valuable place for the knowledge it gives, especially if the occupant is a little less stenographer and a little more fraternizer, observer, and absorber.

Financial return

Stenographic positions pay $20 a week to begin with, and experience makes them worth $25 to $30.

Secretary-stenographers, the kind of positions college women should hold, pay from $30 to $50 a week. The National Retail Dry Goods Association in its investigation on the subject found that some secretaries were paid as high as $70 a week. There are some exceptional positions of this sort of great interest and breadth.

VII. Restaurant Work

Description of occupation — Financial return

For women who are graduates of courses in dietetics, home economics, domestic science, as they are variously termed, the store tea-room or restaurant offers a field well paid and worthy of the best effort and brains. These store restaurants are many, and they vary greatly in size and number of people served daily, in fact from several hundred to two thousand or more. In a large restaurant the problems of food, help, service, entertainment, atmosphere and surroundings, equipment and decoration call for management of no small ability. Here, again, the money return is proportionate to the size and quality of the restaurant and ranges from $75 to $250 a week.

Opportunity for advancement

THE promotion along this line would be from assistant to the manager of a tea-room to actual manager, and from manager in a small place to larger places.

Qualifications

THE work calls for a knowledge of foods, purchasing ability, management of people, and the ability to maintain high standards of attractiveness in surroundings and quality in food and service.

VIII. TRAINING DEPARTMENT

Description of occupation

THE Training or Education Department of a store trains people for jobs within the store and offers a very splendid field for real accomplishment to college women.

Instruction in store system is given in classes and individually to new employees who are taught the rules of the store and the particulars of their jobs. Often a member of the education department works on a job herself, learning it thoroughly in order to be able to train people to fill it efficiently. In this way the education department works continually toward the improvement of system within the store, to the elimination of errors, carelessness, ignorance, inefficiency and waste.

The department may be called into a section of the store where things are going badly with the request that the trouble be located and steps taken to remedy it.

Financial return

A BEGINNER in such work might expect $20 a week. Experience and ability will make the position worth $25 to $30 or $40 a week. Women are filling creditably in many stores positions as heads of the education department, and have as assistants two, three, five, ten, or even fifteen women and men, largely college trained. These positions pay from $50 to $100 a week.

Qualifications

This work is related to employment work and one might easily lead into the other. It gives employment at present to perhaps the largest proportion of college women in stores generally.

Tactfulness is perhaps a prime requisite in this work, as people usually resent efforts to improve them or to interfere with an established routine or system.

IX. Employment Office Work

Description of occupation

The scientific study of employment management and the largely increased appreciation of its importance in the field of industrial relations have created during the past few years a great demand for college-trained people in employment offices in stores.

The employment department of a large store with five hundred, a thousand, two, or even three thousand workers is a fascinating place for the sort of college girl whose interests lie in people and who can see in the hundreds who pass through the office weekly a vital drama of human interest. Such an office of a store with two thousand workers would have ordinarily a selecter of women employees and a selecter of male employees. It would have also an employment manager, and it would have several clerical or stenographic assistants. The organization of these offices in stores throughout the country varies enormously in the amount of care and system given to the selection of employees and to their well-being after they are employed.

Training necessary

Certain colleges are now giving training in employment management, and a graduate of such a course might step into a minor position in a large store or might secure a place as selecter of help for a small store.

Financial return

MINOR positions as stenographer and clerk would pay little more than $20 a week to a college graduate, but in a well-organized office there would be opportunity to learn the systems of selection, of wage payments, of commission plans, of employment records, of matters pertaining to morale and all the technique connected with the office. Advancement would then be either to selecter of help within the store itself or to a similar position elsewhere. Selecters are paid from $40 to $50 a week. They are called upon to provide people for positions of all sorts within the store, salespeople, stenographers, cashiers, stock-people, waitresses, cleaners, buyers and assistant buyers, window decorators, advertising writers, porters, cooks and elevator men, secretaries and artists. They are always associated more or less intimately with the lives and family histories of those they employ, for they must often help out in case of illness, arbitrate in family troubles and in disputes among the workers, correct in wrong-doing, and aid the ambitious to promotion and success.

Few women occupy the position of employment manager, the head of such an office, though there is no reason why it should be denied to a woman of the right type. Doubtless the many college women now entering the field will furnish many such. The salary here is from $75 to $150 a week.

THE DETECTIVE

GEORGIA L. OAKES

Description of occupation

THE work of a detective is not only civil and criminal investigation, but includes what is termed "shadow work"; i.e., following and watching your "party." It is quite a hazardous calling, and yet women make better detectives than men when adapted for the work. A woman can get into many places where a man cannot.

Training necessary

There are no schools where practical training may be obtained. Money expended for courses in the so-called detective schools is wasted. The only way to obtain training, if one feels sure she is adapted for this work, is to join the office force of a reliable detective agency and serve apprenticeship until qualified to become a licensed detective. This usually requires about three years. This length of time is required by law before a license is granted.

Qualifications desirable for success

The qualifications necessary are absolute fearlessness, good eyesight and keen ears, discretion and initiative to a marked degree, and unlimited patience. One must be a close observer of human nature, possess a remarkable memory for faces plus the art of acting at ease in all environments.

Financial return

The remuneration in this field of work, if successful, is much larger than that of other vocations open to women. Operatives, while serving apprenticeship, under the supervision of a detective, get $4 to $10 a day plus meals, room rent, and car fare.

Advantages and disadvantages

The work is fascinating and never monotonous. The remuneration is very generous when successful, but if one goes into this work only for the money and is not particularly interested in the work, she will never be a success. Like all other professions, one must really love her work if she is to reach the top.

When engaged in this profession one's time is never her own. Any time, day or night, her services may be needed.

Supply and demand

THE demand always exceeds the supply for well-trained women detectives.

Reading

THE best reading which I can recommend is a constant study of the newspapers and a careful following-up of the methods and tactics employed by detectives on big cases.

THE FOREIGN RESIDENT REPRESENTATIVE

FAITH CHIPPERFIELD

Foreign Representative, Paris, France

Description of occupation

FOREIGN representations fall into three main classes: selling, buying, reporting. Generally speaking, the duties of a resident worker are to further in every possible way the interests of the business or other home organization which is employing her. Specifically, they vary according to the nature of these interests.

First, selling. A fundamental interest for American manufactures lies in pushing sales abroad of all American-made goods. The work of foreign representatives of manufacturing industries will be exclusively selling: organization of sales campaigns, study of demand in the given field, meeting demand, stimulating, creating demand, guidance of home production, etc. I do not know personally as yet any women holding posts of foreign sales managers, but many American men are already successfully established in this field, and women will undoubtedly follow.

A second new field of work abroad now opening to college women is buying — the expert selection of foreign merchandise. Millions of dollars' worth of goods of foreign manufacture are imported annually into America. These include textiles of all sorts, silks, woolens, cottons, linens; laces;

embroideries; gowns, costumes and cloaks, furs, millinery, blouses, lingerie; small accessories and novelties of dress; babies' handmade garments; gloves; perfumes; housewares, brushes, baskets, china and glass; pictures, sculpture, tapestries, antiques and *objets d'art,* jewels, silver and plate; Oriental rugs, etc.

Foreign merchandise enters America under various auspices. It may be brought in by importing companies, either foreign or American in ownership, and sold at wholesale in the United States, or the great American retail organizations, of the type of Marshall Field and the John Wanamaker stores, may send their own buyers abroad to make their own selections in the original producing markets. Now it is obvious that if millions of American dollars are spent annually for foreign-made goods, the proper selection of these goods is a matter of national importance, and that with increasing imports will increase demand for buyers whose superior education and training fit them to go direct to sources of foreign supply and organize American buying on lines of modern economy and efficiency, reducing mistakes and waste to the possible minimum.

A recent development indicating the increasing emphasis placed on the value of such direct buying is the formation of groups of stores pooling their forces in single strong purchasing organizations. An example is the Retail Research Association of seventeen important stores from all over America, headed by the William Filene's Sons Company of Boston, who are pioneers in establishing group offices in the world's buying centers.

Just recently a marked stimulus to buying has resulted from the effects on many foreign countries of the low after-war rates of exchange. Volumes of purchase in many fields has tripled. Hence more buyers than ever before are being sent abroad to act as resident foreign representatives. Here is a career presenting many attractive opportunities, to the woman of college training. In preparation for it a course in one of the schools of business now connected with most of our universities is desirable, followed by some practical American business experience in one of our leading department stores, for example, in order to acquire the utmost possible familiarity with actual demand and distribution conditions.

Foreign reporting representations, a third field of foreign work for women, are thus far practically confined to reporting from Paris on women's fashions. This is done chiefly for American newspapers, syndicates, or fashion magazines. The best training is in preliminary work for fashion magazines in New York. A training in fashion drawing is particularly desirable. The special appeal of such work is usually, of course, to the art student who wishes to avail herself of the wonderful opportunities for study which Paris affords.

Preparation necessary

ALMOST indispensable as a preparation for foreign selling is a period of years spent in practical work in the home field, gaining familiarity with the products to be marketed. The ideal preparation combines with this practical experience a first-hand knowledge of the people and customs of the country in which one is to reside. Take, for example, the career of a Harvard man who has been for some years the representative of the United States Steel Corporation in Paris. This man, while still in college, determined to make his home in France. Immediately after graduation he obtained an appointment as Professor of English in the Université de Lyons. Here, in the center of France, he remained for two years, teaching, acting as athletic and football coach, in every way entering whole-heartedly into the lives of the French boy students and their families. Thus, in addition to acquiring the most idiomatic and polished French, he formed invaluable associations and friendships. But teaching did not offer sufficient scope to satisfy this young man. He returned to Harvard, to the Graduate School of Business Administration, choosing as his specialty the steel industry. Then, for the sake of practical experience, he began at the foot of the ladder, in a small job in the New York offices of the Steel Corporation. Five years later he was rewarded with the coveted post of Paris representative. The intelligence and thoroughness which this man put into his preparation assure not only his financial success, but in addition a life filled with opportunity for international public service.

Financial return

FOREIGN representation should be undertaken rather for the interest it represents as a life than for prospects of unusual financial return. Generally speaking, women's work at home is better understood, better organized, and hence better paid, with the probable exception of teaching. But the college-trained woman will find many rewards in the broadening experiences of life abroad, its cultural advantages, its opportunities for service, its constant contacts with all sorts of interesting people. At least half her time will usually be spent outside her office. Foreign work often divides itself into seasons of strenuous activity, succeeded by seasons of comparative quiet. A holiday of two or three weeks in the year is usually possible. The work itself often provides pleasant opportunities for travel.

Qualifications desirable for success

IN European and other foreign representations, new trails to blaze are offered to college-trained women. Girls who are clever at languages and whose family ties permit them to live abroad may wisely consider fitting themselves to become foreign resident representatives. Energy, adaptability, enthusiasm are other qualifications as desirable as minds trained to research, for our country is as yet in only the early stages of a period of great international development, and those who would serve her well should be selected for personal character and a spice of true American pioneer spirit.

Extent of occupation

The extent of this occupation has been very limited. Statistics cannot exist, for scarcely a score of women have been engaged in such work up to the present. The number must be greatly increased as American interest in Europe and all over the world develops. At present, the chief centers for the work are London, Paris, and Berlin.

Reading

Studies of the country selected, such as "French Traits," by W. C. Brownell. Newspapers, exportation and trade journals of foreign and domestic origin.

THE PROFESSIONAL SHOPPER

RUTH LEIGH

Author of "The Human Side of Retail Selling"

Description of occupation

The professional shopper in a department store works under the supervision of the comparison department, a branch of the store in which each department's merchandise is studied and compared, by the critical eyes of shrewd buyers and merchandise men, with the merchandise of corresponding departments in other stores.

The store's shoppers, under the direction of the head of the department, form the personnel of the comparison office — the average New York department store employing four or five shoppers. The professional shopper's most important duty is to act as merchandising scout — to venture into other stores, study the stock and customers of each department, and report back to the comparison department.

Preparation or training necessary

There is very little actual study work needed in professional shopping. The shopper must be a good judge of values and possess a thorough knowledge of merchandise in every line — from wearing apparel to furniture. She must be familiar with merchandising terms and technical textile terms. The only course I know which would prove of help is the course in textiles given by some of the large salesmanship schools and by some colleges.

A professional shopper will do well to read and study carefully the daily newspaper advertisements of the large department stores, and, if possible, follow up sales to note the responses; the values given when merchandise is glowingly described; and most important of all, the comparative values offered by the different stores.

Opportunities for advancement

THERE are splendid opportunities for advancement because a shopper always has the opportunity to become head of the comparison department. This latter position offers a salary of from $5000 to $10,000 a year. There are not many stores that have comparison departments (they are being rapidly organized as competition develops), and for that reason professional shopping is a profession that offers an encouraging future.

There are many and rapidly increasing opportunities for the professional shopper because the stores are constantly installing comparison departments to study competitive merchandise. A good shopper can make a position for herself by convincing a store that it needs her services. About 65 per cent of the large department stores in the East have shoppers, and there are many large specialty shops that could use the services of shoppers.

Financial returns

A SHOPPER gets from $18 to $30 a week if she works on straight salary. Some stores require shoppers only a few days a week, and when they work by the day, their pay is often $5 a day.

Qualifications necessary

A SHOPPER must possess above all good judgment. She is given the firm's money to spend — and she must spend it where the merchandise she brings back will be most helpful to buyers in seeing what the other stores are offering.

She must have a clear head — to make comparisons — and a good memory, for a shopper can seldom take notes in the store for fear of being recognized. Often she must remember prices and merchandise until she gets outside the store to write them down.

She must, as stated before, know merchandise from the technical and from the value points of view.

Advantages and disadvantages

PROFESSIONAL shopping is pleasant work because it keeps one outside most of the day. It offers the shopper the opportunity to become acquainted with the stores of her city and to know, for her personal information, where best values may be secured.

The disadvantages lie in the fact that the work is often tiring. Walking around all day from store to store, and returning sometimes three or four times during the day to report at the comparison office, are likely to use up all one's strength and energy. Unless a young woman can stand on her feet and walk around all day, the work will prove too hard for her, as she must be out in rainy, cold, and snowy weather, as well as in the hottest days of summer.

Suggested reading

THE daily newspapers are the most valuable things for a shopper to read because she acquaints herself with what the stores are offering in merchandise. The more she knows about textiles, leathers, furniture (various periods, etc.), the broader her range of merchandise knowledge. Books on the different classes of goods will help her in a technical way.

THE STYLE EXPERT

CHARLOTTE C. SWEENEY
Jordan Marsh Company, Boston

Description of occupation

A BUYER'S position is one of the most interesting in the business world if the person is adapted to this line of work, and it is full of inspiration and life. To be a buyer is not as easy as it seems, because the position is full of responsibilities and one can only be successful who has learned the game from the bottom up.

The main thing to know is the particular thing that appeals to the public, and then go out and get it. Take, for instance, the buying of outer apparel; coats, suits, gowns. Before any actual work is done, all markets are searched for the best and most appealing styles, then they are brought before the salespeople, who are continually meeting the trade, and it is surprising to know how many practical and conservative ideas can be obtained in this way. Many times one of the best selling models for the season has been obtained from these suggestions. A buyer's work is not alone the buying of merchandise, but it is also essential to be a good executive and a disciplinarian. A good high-school training is very essential, as a good buyer is also a good accountant in keeping the expenses of her department down to a minimum.

Preparation necessary

TO-DAY there are special schools of salesmanship which give to one the first rudiments of selling. It is absolutely necessary to sell before taking the second step, as direct information can be gained as to the wants of the customer and the public, and also, mistakes in cut, material, and style can be detected.

After all is said and done, no school can really graduate a buyer, as the best school is the mixing in with and meeting the public right in a store, and above all it gives one a special touch with human nature and all temperaments. If one really starts in with a buyership in mind, it is only a matter of a short time and then opportunity. I have seen many cases where people have waited all their lives and never had the opportunity, and I have seen girls start in as stock girls and climb the ladder unflinchingly and steadily until they have reached the goal they have set out for: first as stock girls, then clericals, where they had the chance to learn materials, the cost and retail, the process of profit and loss, and how each garment is marked, after which they were made salespersons, so they could mingle with the trade and gain both knowledge of customers' wants and more poise for themselves. When they had obtained all this knowledge, next they were made assistants to the buyer, to learn the more confidential details of how to be a buyer, and finally when the vacancy occurred, they were made buyers, and seldom, if ever, have they failed to be successful who have had this training, because they have taken each phase of the work separately and learned it perfectly.

Financial return

The financial returns of a buyer are what one makes them. By that I mean you can get what you think you are worth, from $1000 to $15,000, but in most cases the average salary is between $5000 and $10,000 unless one is especially good at her particular line of work.

Qualifications

The natural qualifications for a successful buyer are personality, affability, adaptability, and perseverance. If one has not these qualities it makes the game so much the harder, and in many cases they can be acquired only by painstaking work and thought.

Advantages and disadvantages

The position of buyer also has its advantages and disadvantages, but to me its advantages are much in the foreground.

First it provides a wonderful chance to meet human nature and to study the likes, dislikes, and views of the individual. The opportunity is afforded the average buyer for traveling, not only in our Eastern markets, but often in the far markets of the Orient, as well as the more usual markets of Paris and London.

It may have its disadvantages of close confinement to the work for short periods of time, but in most cases the seasons are short, and often, after a short and confining season of several weeks, comes a duller season, thus allowing a buyer to get the rest and relaxation she needs.

The work is well divided and plans itself out to the satisfaction of all concerned. To-day more people are taking up this vocation as a better means of getting ahead, and in several stores there are special classes of boys and girls from our largest colleges, as Harvard, Dartmouth, Tech, Yale, Wellesley, Smith, who are taking special courses in store system and are willingly giving their time for half-salary to learn to be buyers.

Supply and demand

To-day the demand is greater than the supply, due in part to the wrong impressions given our young women of this kind of work. In some departments it is absolutely necessary to have women buyers, and while men fill the want for the time being, these positions are only waiting for the right women buyers who will undertake the responsibility.

WOMEN IN RAILROAD SERVICE

PAULINE GOLDMARK

Manager Women's Service Section, United States Railroad Administration

Occupations

College graduates will be interested chiefly in the clerical and supervisory positions of the railroad service. There is an enormous amount of recording, accounting, billing, and abstracting to be done in railroad offices. This involves clerical work of all kinds, besides stenography, typewriting, and operation of comptometer and computing machines, etc. Women with executive ability are now acting as heads of typing and comptometer bureaus; as head clerks in offices of various kinds, and as private secretaries to officials. They are employed also as cashiers, station agents, and telegraph operators, and as supervisors appointed by various railroads to look after the special interests of women employees. Probably of greater interest to college graduates are the positions requiring special training as draftsmen and as chemists, and laboratory assistants in purchasing departments.

Preparation

Business training is the best preparation for the clerical positions. The initial jobs usually require experience in typewriting, comptometer operating, or accounting. Knowledge of Interstate Commerce Commission classifications, of rates, and such special railroad codes as the Master Car Builders' Code, is essential for advancement into the higher-paid positions. For work on claims railroad experience is necessary. For chemists and laboratory assistants college courses in chemistry and physics are required.

Opportunity for advancement

The seniority rules which are observed in making appointments and promotions require a newcomer to begin at the bottom of the ladder, except occasionally in positions requiring special skill or experience for which none of the regular employees can qualify. Promotion does not depend upon the personal favor of any official. Whenever vacancies occur, positions are filled according to seniority if the applicant is fitted by merit and ability. This is provided for in the agreements of the Railroad Brotherhoods with the managements. It is necessary for an ambitious girl to fit herself for such advancement by close attention to the work of the office as a whole and by continued study.

Financial return

UNDER federal control of the railroads a minimum salary of $87.50 was fixed for all positions requiring clerical ability. Women now holding executive positions are receiving as high as $225 a month.

Qualifications

EMPLOYEES who desire to advance to the higher-paid executive positions must be willing to serve an apprenticeship in the less interesting jobs. The qualifications needed are ability to work well with the men in the office, and if a woman desires to be head of a bureau, she must have capacity to deal skillfully with the women employees.

Advantages

IN railroad work women are entitled to the same rates of pay as the men employed in the same class of work. They are employed in an occupation in which collective bargaining is recognized and favoritism as a factor in advancement is ruled out. They are accepted on an equal footing with men in the clerks' organization, namely, the Brotherhood of Railway Clerks, and share in all the rights which the organization has gained.

Disadvantages

THE working day amounts to eight hours with a half-day on Saturday. There is the usual confinement of office work.

Extent of occupation

ON January 1, 1920, 81,000 women were employed in railroad service, approximately 70 per cent of them in clerical work. According to present indications the figures will continue at their present level, though there is keen competition with men in all the higher positions. Applicants can most easily secure employment in the larger cities.

Opportunity for service

Railroad work presents a rare opportunity for women to prove their efficiency in the same field with men and on the same terms as men. In the supervisory positions they can find ample scope for their capacities, and especially the supervisors of women's employees have it in their power greatly to improve the general conditions of work.

Suggested reading

Interstate Commerce Commission reports, annual reports of the United States Railroad Administration, especially reports of Women's Service Section, 1918 and 1919.

DRAMATICS

THE PAGEANT DIRECTOR

HAZEL MacKAYE

Director of Bureau of Pageantry and the Drama, Y.W.C.A., New York City

Description of occupation

The director has the general supervision of both the dramatic and civic aspects of a pageant. Not only, therefore, must she be well equipped as a dramatic producer, but she must be well versed also in the technique of community organization. If the pageant is given on an extensive scale, experts in both dramatic and civic activities are engaged to assist the pageant director.

To be a good dramatic producer one must understand the technical side of play production, such as scenic design, lighting, costuming, etc., and the interpretive side, such as voice production, individual and mass action, and at least a discriminating knowledge of music and dancing.

To be a good community organizer one must understand how to make the people of a community function coöperatively in the preparation of the pageant as well as in the actual performance. This means that first an analysis must be made of the technical and artistic needs of the pageant, and that then these activities must be so assigned through the formation of committees that the people "build" the pageant themselves instead of having it "made to order" for them by a handful of leaders. Community drama is the self-expression of the entire group which participates, not of a part of that group.

Preparation or training necessary

The best way to procure training in the art of dramatic production is to appear in plays under able and experienced professional directors. This establishes a standard of excellence that will be of the greatest possible future value. Since, however, this is a kind of opportunity not often available to any but the most gifted, the next best way to secure this training is to be associated with one or more of the many and promising "Little Theaters" which are springing up throughout the country.

But this is valuable largely for the technical knowledge acquired and the standards of finish and precision in interpretation which are learned. Neither the professional stage nor the Little Theater give any training in the large brush effects of pageantry or in the constantly changing and evolving dramatic forms which are being written for community drama.

The best possible all-round training, after having acquired a technical knowledge of dramatic production, is to assist a pageant director of established reputation in several productions. This gives one a practical, working knowledge of community organization as no theoretical study of it can ever give, as well as a comprehension of the larger aspects of pageantry.

Several universities and schools give courses in pageantry and the drama which are of value to beginners. Further information regarding these places will be given upon applying to the Bureau of Pageantry and the Drama, Y.W.C.A., 600 Lexington Avenue, New York City.

Undergraduate students who are thinking of community drama as a vocational field should specialize in the history of the drama, and, if possible, in dramatic writing as well as in all the graphic arts. In addition, students should study sociology and related subjects in order to have the social vision which is as necessary to success in this profession as a knowledge of the drama.

Opportunity for advancement

The field of community drama is practically untouched soil. There are no limits to the opportunities for those who are equipped by nature and by training for this kind of activity.

Financial return

AT present the fee for a pageant director varies from $25 a week to $300 a week. This profession pays better than most professions open to women, but the work is usually intermittent rather than regular.

Qualifications desirable for success

DRAMATIC instinct of a high order is the first essential: in short, a native gift for the producer's art. The next most important requirement is executive ability. A magnetic personality, the power to inspire and lead, is also a very great asset. The degree in which the pageant director possesses these three qualities will be the measure of her success in the profession.

In the present largely unorganized state of community drama, skill and training are not demanded as much as the native qualities described above. But as time goes on preparatory training will be required more and more.

Advantages

THERE is probably no more fascinating or repaying profession than that of a pageant director. Not only is one dealing with the most comprehensive of all the arts, the drama, but one is dealing with human nature in some of its most genial moods. Everybody loves a "show" and loves to be in one. Some of the preliminary steps, however, often require skillful handling on the part of the director, but the performance — if a creditable one — invariably dispels any ill-feeling that may previously have existed. Happiness and well-wishing abound in a community after a successful pageant has been held. But a pageant director must have robust health if she wishes to enter this profession since the nervous and physical strain of producing a pageant can scarcely be exaggerated.

Extent of occupation

AT present the demand for good pageant directors far exceeds the supply. In ever-increasing numbers community centers, schools, churches, and welfare organizations are asking for permanent dramatic directors while the demand for occasional pageant directors is even more urgent. It is impossible to say how many such workers are already engaged in this field, but it is safe to say that the number of thoroughly well-equipped and skilled pageant directors in this country is merely nominal.

So it is self-evident that there is plenty of room for more.

Suggested reading

A FEW of the best books on Community Drama and related subjects are:

"The Civic Theatre" — Percy MacKaye. Mitchell Kennerley, New York.

"Community Drama. Its Motive and Method of Neighborliness" — Percy MacKaye. Houghton Mifflin Company, Boston.

"The Playhouse and the Play" — Percy MacKaye. The Macmillan Company, New York.

"Festivals and Plays" — Percival Chubb. Harper & Bros., New York.

"Community Drama and Pageantry" — Mary Porter Beegle and Jack Randall Crawford. Yale University Press, New Haven.

"Towards a New Theater" — Gordon Craig. J. M. Bent & Sons, London.

"The Theatre Advancing" — Gordon Craig. Little, Brown & Co., Boston.

"The Little Theater in the United States" — Constance D'Arcy MacKay. Henry Holt & Co., New York.

"The New Movement in the Theater" — Sheldon Cheney. Mitchell Kennerley, New York.

THE PLAYWRIGHT

RACHEL CROTHERS

Author of "Thirty-Nine East," "Old Lady 31," "A Little Journey"

Description of occupation

The playwright may acquire a technical knowledge of his craft through experience, observation, and general work in the theater, but the real dramatist is the dramatist by gift and instinct only, technical skill and knowledge of the constructive side of the play coming from work and experience as a matter of course. But without this innate gift, this peculiar instinct for the dramatic — the seeing life with the eye of an interpreter — all the work, study, and experience in the world is of no avail.

Preparation necessary

There are now in most colleges departments for playwriting of which Professor Baker's at Harvard is the most conspicuously successful. Such courses are necessarily and unavoidably academic, however fine in intention, and the dramatists who come out of them would have been dramatists without them entirely according to their own ability. However, such study must necessarily be useful in a certain elementary way, but by no means conducive to great inspiration or able in any way to arouse the fire of dramatic instinct unless it is so strong and compelling a gift in the student that he must seize, devour, and digest anything and everything which he touches in any way which may help to build for him the fine, intricate, delicate, and ruthlessly difficult structure of playwriting.

To enter the market, to write a play, and to submit it to play brokers or managers — profiting by such criticism as may come from them — working and re-writing, and then when at last the play is launched and produced and the public speaks either in severe condemnation, lukewarm interest, or ardent praise — heeding these, gratefully accepting severest criticism — this is the school for playwrights. None other is of the least avail in the long run for professional success.

Advantages and disadvantages

As to advantages and disadvantages, the real dramatist loves his work, and the uncertainty of waiting, the gigantic chances he runs in getting his play produced, and then in pleasing the public, are of small importance. As to advantages, the facts that he may write when and where he pleases, in regular or irregular hours or sections of time, that he need have no office expenses or business equipment, make it especially an attractive work for women.

Suggestive reading

The Brander Matthews work, "A Study of the Drama," on play construction I believe to be as valuable or perhaps more so than any other; but, alas, one must already be a playwright to really appreciate the fineness of the work. The understanding of what is dramatic requires a gift, and its application in the form of a play can be realized only by the mind which already knows.

THE PROFESSIONAL STORY-TELLER

ANNA CURTIS CHANDLER

Metropolitan Art Museum, New York City

Description of occupation

Although I have specialized in the telling of stories which can be illustrated by objects of art — painting, sculpture, armor, pottery, etc. — yet the general principles underlying the telling of the stories are the same, although the qualifications of the story-teller would be necessarily somewhat different.

Story-telling in the olden days was one of the favorite entertainments of kings and the story-teller an honored person at the court of the king. Later, it was kept alive in the Western lands only by the mothers, fathers, and teachers, though in the Eastern lands it has always been a part of the lives of the people. To-day, however, the story-teller is once more given his place and story-telling is definitely recognized among the various fields of work for men and women. Story-telling is becoming an important part of the school work, for very often truths can be best presented in this vital and concrete way.

Preparation — Qualifications desirable

A DEFINITE, "hard-and-fast" statement concerning training cannot be given. The gift for story-telling must be within the person if he or she is to be successful. An acquired, too much studied art, takes away from the spontaneity and naturalness which make up the charm of the story-teller and from the freshness.

If one is to specialize in art stories, for instance, there is, of course, the necessary training in the History of Art and enough of the practical work to enable one to know how to see and enjoy the beauty of the many objects of art, and how to make others see and enjoy beauty through these various stories illustrated by the works of art. The Art Department of Wellesley College offers a splendid training of this kind. What seems to me the most important training is that of the voice. However good a voice one may naturally have, it is just as important for the story-teller as for the singer to keep it in training, so that its power and quality will constantly be of the best.

Columbia University offers an invaluable course in public speaking which includes voice and breathing exercises, training in force, practice in all kinds of speaking before audiences with different aims in view, such as clearness, entertainment, and persuasion. Self-confidence, enlargement of the vocabulary, control of the voice, natural gestures, all come into this course. Very important, also, are the voice and breathing exercises similar to those given singers. These give training in quality, power, strengthening of palatal and nasal muscles, breathing, etc. This sort of training is much more important than elocution lessons, for the principal thing in story-telling is to be natural, to keep the voice under as perfect control as possible, yet without affectation. Personality counts for a great deal, and a sincere interest in people, especially children, is necessary.

There must be no barrier between the story-teller and her audience; she is unlike an actor in that. An actor is some one else, but the story-teller is always essentially herself, even when taking the different parts in the story in order to make them more real. The story-teller must live out her story to make it most vivid and effective; and this is why — or at least one of the reasons — that I always write or adapt my stories. An important qualification of a story-teller is this ability to write her own stories or adapt the legends she wishes to use. The story-teller must throw herself into the different parts of the story and make the characters live for the audience, and of course become so familiar with them that there will be no hunting for words. Constant practice, and the actual telling of stories to audiences of children and grown people at every opportunity, make this possible.

Supply and demand

I CAN give no statistics of the extent of the demand for story-tellers or of the different financial returns, but with the growing demand for story-telling in schools, playgrounds, settlements, libraries, churches, and the specialized story-telling in museums, there surely is a growing field for it.

Advantages

IN regard to the advantages, the happiness gained from the profession of story-telling, I always feel like echoing the words of Kate Douglas Wiggin: "I had rather be the children's story-teller than the Queen's favorite or the King's counselor."

EDUCATION

THE ELEMENTARY-SCHOOL TEACHER

LULU M. STEDMAN

Southern California Branch, University of California, Los Angeles

Description of occupation

This vocation consists of teaching all subjects in grades 1 to 6, and sometimes the 7th and 8th grades are included. The time actually spent in teaching children during the day is from 9 A.M. to 3 P.M. Most teachers arrive from 8 to 8.30 and do not leave the building until 4.30 or 5. Much time is spent in attendance at afternoon meetings with supervisors of special subjects.

Preparation or training necessary

The training necessary to become an elementary-school teacher requires an elementary-school plus a high-school education with normal-school training in addition. A movement is on hand to establish a four-year course leading to the degree of Bachelor of the Science of Education.

Opportunity for advancement

There is very little opportunity for advancement. The great majority remain in the grades. The only advanced position in line is a principalship of an elementary school. These positions are so few in proportion to the number of teachers that there is very little opportunity for the average teacher to progress. Teachers who supplement training by a college degree, or specialized training in the fine arts, are advanced to positions as supervisors of education or special arts work.

Financial return

The remuneration is quite inadequate, but the present teacher shortage is forcing a better salary. In California a movement is on foot to establish a $1500 minimum for the elementary teacher.

Qualifications desirable

One must possess sympathetic understanding of children, an attractive personality, a pleasant, well-modulated voice, good health, resourcefulness, industry, and honesty. Combined with these she must have the power of understanding a child's capacities and limitations; skill in teaching methods and habits of study; ability to eliminate non-essentials of subject-matter, and to be able to individualize instruction.

Advantages

This field of work offers one a good social position and brings one in contact with educated people.

Disadvantages

Among the disadvantages is the confinement indoors which causes nervous strain inimical to physical and mental health. Teachers become supersensitive and non-social, because so much energy is spent in school and in teaching and preparation that they are too weary after school hours to enjoy social contacts.

Extent of occupation

The demand for elementary-school teachers far exceeds the supply. Teachers are leaving the profession daily in great numbers, and the number of those preparing for teaching is decreasing steadily and alarmingly.

Reading

I advise the student to read and get a good foundation in the following sciences, as education is based on them: Biology; Sociology; Physiology; Psychology.

"What is Education?" — Moore.

"Suggestions of Modern Science in Education" — Jennings, Watson, Thomas, and Meyer.

"Educational Measurements" — Starch.
"The Teacher's Philosophy in School and Out" — Wm. DeWitt Hyde.
"Better Rural Schools" — Betts and Hall.
"The Vocational Guidance Movement" — John M. Brewer.
"The Teacher's Health" — Terman.

THE KINDERGARTNER

GERTRUDE L. COURSEN

Description of occupation

The kindergarten aims to give the child, through "playful work and workful play," opportunity to express himself, to develop his technical skill, his ability to think clearly and logically. In the daily kindergarten programme, every phase of the child's nature is considered. The kindergarten group of which he is a member must be governed by the true principles of democracy if the child is to be prepared for citizenship in a country whose aim is freedom in the highest sense. This freedom is freedom under law; the child can be free only if he learns to coöperate with others, if he learns the joy of giving, the rich experience which comes from receiving from others that his own life may become enlarged. He is given the opportunity to discover through daily experience that by obeying the laws of punctuality, cleanliness, order, obedience, self-control, and coöperation he may become truly free. The kindergarten does not dictate and outline, saying to the child, "You must think, feel, and act thus." It presents to him through song, story, picture, game, and experience life's ideals and makes these ideals alluring, so that unconsciously the child's sympathy is aroused and he begins to feel his true relationship to Nature, Humanity, and God. The child loves to be happily employed, and through the hand-work, technical skill is acquired and a practical interest in the industries is aroused. The kindergarten may arouse the interest in and love for art, science, mathematics. Every child who is truly educated must, in order to understand the values of life, find the joy of expression through one or more of the five fine arts, architecture, sculpture, art, literature, music. The kindergarten child is given ample chance to experience the influence of good music; he is given good literature in the form of stories and short poems; he is surrounded by objects which express beauty and is continually given the chance to express, however crudely, his own ideas of beauty; he is allowed free use of sand and clay which yield so readily to the impressions he places thereon; he is placed in an environment rich with material and is given full scope for free initiative and invention, for developing and expressing his own individuality.

The kindergarten work includes monthly mothers' meetings and visits to the homes of the children. A social worker of repute says that the kindergartner, as no other worker, has the opportunity to influence the home. At the mothers' meetings she has occasion to present the kindergarten aim and ideals. Many problems concerning the development of the children are freely discussed at these meetings; the mother and kindergartner begin at once to work together for the highest good of the child, and through this daily coöperation much is gained, for the school and home are closely united in effort, and the work of the kindergarten becomes a benefit to the community, through this form of social service.

C. P. Claxton, United States Commissioner of Education, says, "The kindergarten is a vital factor in American education. It ought to become a part of the public school system in every city, town, and village in the country." Mr. Randall J. Condon, Superintendent of the Cincinnati Schools, says: "I believe that the white city of God, with its river of life and its tree, is the divine type of the kindergarten with its life-giving love, sunshine, and companionship, and its symmetrical unfolding of all the beauties of child-life, physical, mental, moral, spiritual. I believe, that the work of the kindergarten is the holiest and happiest of all earth's tasks."

Preparation or training necessary

Students who have successfully completed a high-school course are admitted to the kindergarten training school. Some training schools admit students who have had academic preparation or personal advantages equivalent to those obtained in a good high school.

The following is a list of kindergarten training schools:

Miss Niel's Kindergarten Training School, 200 Commonwealth Avenue, Boston, Mass.

Boston Normal School, Boston, Mass.

Wheelock Kindergarten Training School, Boston, Mass.

Lesley Normal School for Kindergartners and Grade Teachers, Cambridge, Mass.

Froebel League Kindergarten Training School, 112 E. 71st Street, New York City.

The Cincinnati Kindergarten Association Training School, 6 Linton Street, Cincinnati, Ohio.

Cleveland Kindergarten Training School, 2050 E. 96th Street, Cleveland, Ohio.

National Kindergarten and Elementary College, 2944 Michigan Boulevard, Chicago, Ill.

Pittsburgh Training School, Philips Avenue, Pittsburgh, Pa.

Teachers College, Post-Graduate Work, New York City.

Most training schools offer a two-year course. Some schools add a post-graduate course.

Opportunity for advancement

The opportunity for advancement opens in several different directions. The kindergartner may take a position in the home as a mother's associate and helper. She may make playground work her special study and advance until she is ready to supervise the playgrounds of an entire city. She usually begins her work as assistant to an experienced kindergartner, and as she grows, she may become director of a kindergarten. She may through experience and promotion find her place as one of the faculty in a kindergarten training school. She may become supervisor of the kindergartens of an entire city.

Financial return

THE financial return in different cities varies according to the estimate placed upon the value of educational work. The outlook is encouraging. More and more is the public conscience being awakened to the need of just recompense for service rendered which helps to shape the destinies of our children. The minimum salary in Boston at present is $960, the maximum, $1608.

Word has come from the Bureau of Education, Washington, D.C., that "there is a decided tendency all over the country in the new salary schedule to place kindergarten teachers on the same salary basis as the elementary teachers."

Qualifications desirable for success

IN order to become a good kindergartner, the student should possess a sincere love for little children, tact, and patience. She should possess an innate sense of refinement and an appreciation of the true values of life. It is well if the student possess musical ability; she should undoubtedly have a true sense of rhythm and an appreciation of music. She should acquire an intelligent understanding of child-nature. The trained kindergartner must know her child, her goal, and the various means and material which are to be a help toward the aim and realization of all true education — the harmonious development of the child.

Advantages

THE advantages of this work are felt by the kindergartner who realizes that she is laying the foundation stone of character and learning. The child comes under her influence at a time when he is most impressionable. Time must be taken outside school hours for calls, mothers' meetings, and the preparation of material, but the kindergartner is in school with the children during the morning hours only. As much time as possible is spent out of doors. Some schools are making practical the out-of-door kindergarten. In most training schools a thorough primary course is offered, which explains and develops the modern methods of primary instruction. It is an advantage to be prepared to work either in the kindergarten or primary grades.

Extent of occupation — Demand and supply

The Bureau of Education, Washington, D.C., reports that "the supply of kindergarten teachers does not equal the demand." In Baltimore, Maryland, as a result of the meeting of the International Kindergarten Union last May, the Board of Education decided to open ten new kindergartens. So far, just one of these has been opened because of the shortage of teachers. The demand for kindergartners will become greater and greater as the people of various communities learn to appreciate the true value and importance of elementary work. At present there are more than 20,000 members of the International Kindergarten Union, but these statistics do not represent the whole body of kindergartners throughout the country.

A Kindergarten Unit was sent to France to do reconstruction work with bereft children of France and Belgium. The work will continue and only those who have labored in this field know how much there is to be done in helping these children to forget the tragedies they have seen and suffered, in helping them to learn again to smile, and to live happy, normal, childlike lives.

Suggested reading

"Study of Child Nature" — Elizabeth Harrison.
"Two Children of the Foothills" — Elizabeth Harrison.
"The Use of the Kindergarten Gifts" — Grace Fulmer.
"Letters to a Mother" — Susan E. Blow.

"Symbolic Education" — Susan E. Blow.
"Play in Education" — Joseph Lee.
"Schools of Tomorrow" — John Dewey.
"Biography of a Baby" — Millicent W. Shinn.
"The One I Knew Best of All." — Frances Hodgson Burnett.
"The Golden Age" — Kenneth Graham.
"Memoirs of a Child" — Anne Steger Winston.

THE TEACHER OF THE BLIND

ELEANOR E. KELLEY
Perkins Institute for the Blind

Description of occupation

Most of the schools for the blind in this country are residential schools, in which the duties of the teachers are twofold: teaching in the schoolroom, and performing the social duties in the cottages.

The course of study includes work begun in the kindergarten, through eight or nine grades, and four years of high school. Although the high-school course is not identical, it is made as nearly equivalent as possible to that in the average school for the seeing, while more emphasis is placed upon the study of music and manual training. The school year corresponds with that of the public schools, including vacations during the summer, at Christmas time, etc., when the pupils return to their homes.

The school comprises literary, music, manual training, and physical training departments; and, generally, piano tuning and domestic science departments for the boys and girls, respectively. The school day usually continues from 8 or 8.30 A.M. until 4.30 or 5 P.M., with short recess periods and an interval of varying length for dinner. There are also several evening periods of supervised study during the week. The literary work and music are taught by means of a system of raised dots or letters — a system not difficult for the teacher to learn.

Outside of the schoolroom, the teacher is expected occasionally to act as guide for pupils attending concerts, theaters, or meeting trains at the beginning and end of vacations. In schools built on the cottage plan, the teachers eat with the pupils and have more or less responsibility for their instruction in table manners, etc.

Training necessary

At present there is no school giving special training for teachers of the blind. For the elementary grades, normal-school graduates are selected; for the high school, normal-school or college graduates. Those wishing to teach special subjects, such as music, manual training, etc., can secure the necessary training in any school which prepares one to teach these subjects. Visits to several schools for the blind are invaluable to one considering this field of work.

Opportunity for advancement

As this work is highly specialized, there is but little opportunity for advancement, except from the position of assistant teacher in a department, to the position of head of the department.

Financial return

The salaries of teachers in schools for the blind vary in accordance with the available funds, the amount of work required, and the standard of the school. Salaries range, in general, from $400 to $1000 a year, and home.

Qualifications desirable for success

The most important qualification for this work is the spirit of helpfulness, combined with a real interest in the pupils and in the aims of the school. As in all teaching, adaptability, initiative, patience, and a sense of humor are important. A knowledge of Braille, the system of raised dots used in the school, can be acquired after entering the school.

Advantages and disadvantages

Some of the advantages of such a position are:

- The regular life of an institution.
- Contact with young people, and with the other teachers.
- Concerts and lectures, both inside and outside the school.
- Opportunity to study the problems of individual pupils, and assist in their solution.
- Opportunity for service.

Some of the disadvantages are:

- Demands on the time of the teacher for extra reading or other assistance.
- Monotony of institution life.

Supply and demand

In the forty-six residential schools for the blind in this country, there are enrolled between four and five thousand pupils. There are, perhaps, from five to seven hundred teachers employed. (As this number varies constantly, it is impossible to give more definite figures.) The demand and supply are fairly well balanced.

Service to society

A distinct service to society is rendered by fitting these handicapped persons to take their places in the community as helpful, sometimes self-supporting, or, at least, acceptable members of society; also by helping to correct false ideas of people as to blindness and the blind.

Suggested reading

"The Outlook for the Blind" (published at Columbus, Ohio).

Reports of schools and commissions for the blind.

James's "Psychology," vol. 2 (pages 203 to 211).
"Becoming Blind" — Emile Javal.
"The World I Live In" — Helen Keller.
"The Blind" — Harry Best.

THE VOCATIONAL-SCHOOL TEACHER

CORA J. ZINKGRAF

Description of occupation

It is well for the woman who contemplates entering the continuation school field to have a clear and definite idea of the purpose of the school itself. Knowing its aims and objects, she will be in a position to judge whether or not she should undertake a work that must be done to attain the objects that are sought.

Broadly speaking, all public schools of every type and description were created and are maintained to prepare the young people intelligently and efficiently to exercise the rights and meet the responsibilities of citizenship in so complicated and specialized a democracy as ours. The public schools of all grades must prepare for citizenship. Each must make its contribution in its own field. The continuation school, or, as it is now more commonly and appropriately called, the vocational school, has its own special programme in this great work of training for American citizenship.

It should be borne in mind that the pupils of these vocational schools are chiefly between the ages of fourteen and eighteen. They are passing through the most critical period of their lives, critical in that they are years when the mind is especially open and responsive to new impressions, and doubly critical because these open and responsive minds, relieved after many years from the rigid discipline of the school, are, for the first time, brought in contact with multitudinous influences, new relations, standards, and ideals. It is a condition that gives the continuation-school teacher an unusual opportunity, and equally an unescapable duty. The word "citizenship," as generally used, is a vague and intangible expression. Its significance should be analyzed. In such an analysis three attributes stand out as by all means the most important. A good citizen, who will add to the strength of the commonwealth rather than be a burden to it, should be:

First of all, a person of character. The continuation-school teacher, coming in contact with thousands of boys and girls in industry, is in a position to establish standards that ought to make for better relations between employer and employee, between individuals and their government, and between individuals and other individuals. The continuation-school teacher should be a person possessed of a missionary spirit, a woman with strong ideals.

Second in point of importance is health. A person not in good health, or incapacitated through accident, cannot give his children the start in life that all American children are entitled to. This person is not the ideal citizen contributing his part for general betterment. His incapacity is thrusting a burden upon society for others to carry. Health instruction of a practical type is training for better citizenship. The continuation school, by reason of its dealing with young people to whom safety, industrial hygiene, and the like mean something, is in a peculiarly favorable position to give instruction that will tend to make for better health conditions. While it must not be supposed that training for character and health are peculiarly continuation-school problems, none the less they must be given prominence in these schools as they should in all others, and because of the relations and the conditions affecting character and health, due to contact with industry, it is desirable that the teachers themselves should have had this contact with industry to enable them to give first-hand instruction that will fit these problems as they arise in the minds of these particular people.

Character comes first and health second in the making of good citizens: good in the sense that such so classified are a support to the State and not a burden to it.

Third to be named, and third in the order of importance in the making of a good citizen, is adequate earning power. The good citizen must have adequate earning power. A man with adequate earning power is a good producer and a good consumer. His children are given the start in life that will make them better producers and consumers. Living conditions, due to this earning power, will be such as will make for better health. Character itself is often in a large degree determined by that individual's earning power. Adequate earning power will tend to relieve that economic pressure so often at the bottom of all unrest. Earning power is a potent influence in society.

Recognizing that the boys and girls attending the vocational schools are face to face with making a living, and recognizing further that more geography, more grammar, more arithmetic, more history, and more physiology of the kind these young people had had in the grades, given at the expense of vocational training, and given at the one time when vocational training and guidance can be given, and recognizing, moreover, the lifelong struggle that these people will have to face unless early in life, before twenty, they enter upon a definite period of preparation, what justification can there be in continuing the general cultural training of the grades, thereby barring the other?

Occupational training at this time will count for so much more in the making of a good citizen than will the purely unrelated, academic kind, that the former should by all means be given the right of way.

Preparation necessary

WHAT preparation, then, should the teacher make who contemplates entering the continuation-school work? Clearly the preparation desired is first of all the technical preparation necessary to teach the specific vocational work that the pupils propose to engage in. Chief among these is homemaking. Others are commercial work, such as stenography and bookkeeping, millinery, household art, dressmaking, and other lines of skilled work in which women are engaged. Wherever this technical knowledge can be acquired in specially prepared schools, such as Stout Institute, Bradley Institute, Pratt Institute, the normal schools and universities, prospective teachers should avail themselves of the opportunities there afforded. It is well, however, for these prospective teachers to take work, in addition, in economics, sociology, and history to give them a better background for an intelligent understanding of the economic and social problems incident to American industrial life. And it is well, too, that these prospective teachers, during the vacation months, or subsequent to graduation, shall have had first-hand contact with industry obtained through actual employment.

Opportunity for advancement

The opportunities for advancement for vocational-school teachers at this time, perhaps, are a little better than they are in the teaching field in general. During the pioneer stage in every field there is always a better opportunity for securing positions of an executive nature than when development has gone much farther.

Financial return

The salaries paid to vocational-school teachers naturally vary in different communities. The schedule, however, is more likely to coincide with that of high-school teachers than that of the teachers in the grades, with possible adjustments to compensate for the longer hours.

Advantages and disadvantages

Work of the vocational type has both its advantages and disadvantages. The advantages are unusual, for a teacher comes in contact with human nature which gives her an insight into the world as it really is. It takes her out of the academic atmosphere into life. There is a compensation greater than the financial return. A person engaged in this work has a feeling of satisfaction, for she realizes that what she is doing is of great benefit to humanity. The hearty response on the part of the pupils in expression of their appreciation is a constant inspiration in her work. There is no question that this kind of a teaching position develops personality.

Disadvantages enter into vocational work the same as they do into any work. A teacher must have a strong physique because her labor is strenuous. The length of hours seems to be more than the person of average strength can endure, though that doubtless will be adjusted. Night work may be required of any teacher, although this usually carries with it additional pay. In most places the work is in its pioneer stage, which often means laboring in close, unpleasant quarters. The pupils' time is very valuable, consequently every moment in class must be utilized, thus keeping the teacher under a constant strain during the class period. In many schools there are no preparation periods during the day.

Extent of occupation

THE vocational work is being organized throughout the country in the following States: Pennsylvania, Arizona, California, Indiana, Illinois, Idaho, Massachusetts, Minnesota, Michigan, Montana, Missouri, Nevada, Nebraska, New Jersey, New York, New Mexico, Ohio, Arkansas, Oregon, Washington, and Wisconsin.

The immediate demand for teachers will be much greater than the supply. Teachers' Training Conferences are being established in order that the demand may be met more readily.

Reading

THE following books are suggested:

"The Problem of the Continuation School" — R. H. Best and C. K. Ogden.

"Some Continuation Schools of Europe" — Edwin G. Cooley.
"Vocational Education for Girls and Women" — Albert H. Leake.
"Human Factor in Education" — James Phinney Munroe.

THE DEAN OF WOMEN

ELEANOR L. LORD

Dean of Goucher College

Description of occupation

According to current usage, a dean of women is an administrative officer of a college, university, normal school, or high school, whose chief functions are: (1) supervision of the conduct and social interests of women students; (2) the advising of women students upon a wide range of problems.

In coeducational institutions the dean of women rarely has direct supervision of the academic status of students, although occasionally this is the case. In the separate colleges for women and in the "coördinate" colleges, however, the dean usually advises students in the selection of their studies and confers with delinquents, or, in the larger colleges, is chairman of a board of advisors or assistant deans.

The work of the dean's office is not at present definitely standardized and her duties are infinitely varied, as the following list of possible requirements will indicate:

Supervision of housing of women students, including in some instances management of dormitories and appointment of staff; supervision of coöperative houses run by the college, and of off-campus houses and sorority houses with respect to the maintenance of proper living conditions.

Supervision of the social conduct of women students, usually in coöperation with officers of the student government organization, if such exists.

Keeping the social calendar; and the granting of certain permissions in connection with students' activities.

General supervision of chaperonage and discretionary authority in matters of social deportment.

Service as patroness at social functions, involving attendance at many student entertainments and dances as well as at all formal functions of the college, university, or school.

Chairmanship or membership on committees involving the interests of the women students.

Frequently, when there is no special employment secretary, the management of the Appointments Bureau, involving vocational guidance, and occasionally the administration of student aid funds.

Where there is no resident physician, the dean is expected to give lectures on personal and community hygiene; to see that the food and sanitary arrangements in the dormitories are satisfactory; to see that quarantine regulations are carried out, that cases of illness are promptly put in charge of competent physicians, make arrangements for admissions to local hospitals, communicate with parents in cases of illness, and answer telegrams and telephone messages demanding authentic reports of illness or of academic standing.

Dictation of innumerable letters.

Teaching. It is considered desirable that the dean should have academic rank as a member of the faculty. She therefore teaches a course or two, as a rule, or at least gives a series of appropriate lectures to the women students as a whole or to the freshmen.

She is usually a member of several advisory boards or joint committees of students' organizations — for example, the Y.W.C.A.; and may even be called upon to give advice to individual students upon matters of religion, finance, and the like.

In the separate colleges for women the dean may be called upon to represent the president in his absence by receiving guests, conducting chapel exercises, introducing lecturers, and making public addresses.

Community relations. A dean is frequently called upon for public speaking on a variety of topics; for service on educational or civic committees, and for more or less journalistic writing, if only for student publications.

Training necessary

Graduation from a standard college is now usually required and the doctor's or at least the master's degree gives the dean a better standing with students and faculty.

The only institution offering direct training for the position of dean or advisor of young women at present is Teachers College, Columbia University. This course covers one year's programme of study, i.e., thirty-two tuition points. A special descriptive bulletin of this course is published by Teachers College.[1] Upon satisfactory completion of the course a diploma is granted, and for those who hold an approved A.B. degree the course may lead to the master's degree.

Opportunity for advancement

Deans who have made good in small institutions may be called to larger schools where the responsibility gives greater scope for ambition, greater opportunities for constructive work and a higher salary. In one or two exceptional colleges, generally those affiliated with a college for men, the dean is virtually president with nearly independent jurisdiction.

Financial return

The range is from $1500 to $4500. In some institutions the dean is also a full professor and is paid a corresponding salary.

Qualifications

Sound social judgment and knowledge of social requirements.

Strong character and high ideals.

Tact.

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[1] Special Bulletin No. 3, October 11, 1919. A course similar to that at Teachers College is probably to be given in 1920–21 at the University of California.

Sympathetic insight into the natures and problems of young people.

Initiative and resourcefulness in meeting all situations.

A winning personality and youthful spirit.

Dignity combined with a sense of humor.

Self-control.

Fair-mindedness.

Ability to get on with people and to secure coöperation.

Ability to teach or lecture upon some subject, preferably sociology, home economics, history, political science, biology, English.

Advantages

Contact with students in a wider range of relationships than is usually possible through the classroom alone. The dean may combine the rôle of mother and big sister if she has the right qualities and instincts.

Scope for administrative ambition and ability.

Initiative in various directions and sometimes opportunity for important constructive planning and organization; for example, in securing, planning, and furnishing dormitories.

Coördination of faculty and student interests and relationships offers an opportunity for valuable service.

Opportunity for genuine social and educational service to the younger generation through the building-up of social standards and the training of young women for social and civic leadership.

Disadvantages

Longer hours on duty and shorter vacations than in teaching positions.

Heavier, more taxing, and more continuous responsibility.

Greater openness to criticism from superior officers, faculty, students, alumnæ, parents, and outside persons.

More or less nervous strain when emergencies arise or when the adjustment of personal or official relationships becomes difficult.

Extent of occupation

Nearly all standard colleges for women, coeducational colleges and universities in the United States and Canada now employ advisors or deans of women.

Normal schools are rapidly introducing the office of dean.

Large high schools for girls and mixed high schools are beginning to appoint special advisors.

The openings are at present greater in the East and West than in the South. The demand for recent college graduates with some specific training and a wide educational outlook is growing and there is less tendency to appoint teachers already on the staff who seem temperamentally adapted to the work, or to change the title of the preceptress or lady principal to that of dean with little change in function.

Readings

"The Dean of Women" — Lois Kimball Mathews. Houghton Mifflin Company.
"The Adviser of Girls in a High School" — Romiett Stevens. "Teachers College Record," September, 1919.
"The Position of Dean of Women" — Gertrude S. Martin.
"School, College, and Character" — L. B. R. Briggs.
"Life of Alice Freeman Palmer" — George H. Palmer.
"Girls and Education" — L. B. R. Briggs.
"Talks to Freshman Girls" — Helen Dawes Brown.
"Girlhood and Character" — Mary E. Moxcey.

THE HIGH-SCHOOL PRINCIPAL

ETHEL P. ANDRES

Principal, Lincoln High School, Los Angeles

Description of occupation

The high-school principal of to-day, in addition to the traditionally accepted function of high-school administration and supervision of instruction, is at work on the problem of making the high school of which she has charge a socializing institution. She is recognizing, as the aim of the curriculum, the training for citizenship, and is experimenting and exploring the field of vitalizing socialized courses of study. She is realizing that the high school is a business enterprise fitting boys and girls for vocations and is eager for a closer affiliation with the industrial and commercial life of the community. She is interested in the forces producing the present reorganization in society and is coöperating with social agencies of the town so that the students may become actual participants in the life of the community.

The actual work done by the high-school principal is the determining of the organization of the high school, the problem of the course of study, the assignment of duties to teachers, the establishing of working relations between grammar school and the high school and the high school and the college, the question of discipline, adapting the school to community needs, and the democraticizing and humanizing of the school through its social organizations.

Preparation necessary

The preparation and training necessary is college graduation and post-graduate study in administration, in classification of aims and processes of education, and in the scientific measurement of results leading toward reorganization of subject-matter.

Opportunity for advancement

Opportunity for advancement to the post of principal is excellent. The woman who is willing to accept responsibility, who has sympathy with and interest in young people, who is resourceful and adaptable, who has a sense of social and civic responsibility, who can inspire trust and followership, can hope for speedy recognition and reward.

Financial return

THE salaries of principals of high schools vary from $1800 to $7000. The average salary of a principal of a school with the enrollment under one hundred pupils is $1800 to $2400; of a school from one hundred to six hundred pupils, $2500 to $3500; of schools of six hundred up, $3500 to $7000. Salaries at the present time are variable. Salary schedules are being advanced from twenty to one hundred per cent to insure the same purchasing value as in 1914.

Qualifications desirable for success

THE essential qualifications for success are love of the work, enthusiasm, character that commands respect, a knowledge of human nature, the ability to deal with and influence boys and girls, common sense, force, a sense of humor, courtesy indomitable will, and a civic conscience.

The principal must study community problems as carefully as those of administration. She must give thought and energy to the development of a community spirit in the student body and teaching corps. She must have knowledge of, and tolerance with, the temptations of adolescence, and a real interest in the avocations that may successfully offset them. In addition she must have some knowledge of the requirements of success in various occupations, and the ability to recognize in her students their dominant powers and interests so that she may intelligently help to guide them into the vocations for which they should be prepared.

Advantages and disadvantages

THE advantages of a high-school principalship are many: first, the broadening influence of contact with civic life, community interests, and civic enterprise; second, the realization that to the high-school principal is given the glorious opportunity of largely determining the lives by determining the ideals and training of her boys and girls.

I know of no disadvantages of a high-school principalship.

THE PRIVATE-SCHOOL PRINCIPAL

ELIZABETH FORREST JOHNSON
Head of the Baldwin School, Bryn Mawr, Pennsylvania

Description of occupation

THERE are two sorts of private schools; the private school which is owned by the principal, and the private school which is organized somewhat as a college is organized, owned by its own corporation and managed by the principal, usually assisted by a board of directors. In both cases the principal is the main executive officer of the school. In the former she herself reaps all of the financial prosperity of the school; in the latter she usually receives a fixed salary, and any margin over and above the necessary expenses of the school is used for improvements in the school. In the former case any financial embarrassment is borne by the principal, the school usually going out of existence if its income does not meet its needs. In the latter case the directors or other friends of the school may raise a sum to help the school out of financial difficulties.

The work of the school principal in either sort of organization includes the following aspects. The principal has great financial responsibilities. She decides what expenditures shall be made; she is the business head of the organization. There are some schools in which the principal has no such responsibilities at all, even the details of the business management being carried by the directors; but customarily the principal makes at least the first decisions, even if later they must be ratified by the board. This is in itself a very large responsibility, as the annual turnover in our large private schools is likely to be several hundred thousand dollars.

In the second place, there is the professional aspect. The principal appoints teachers and when necessary dismisses them. Sometimes this action must be ratified by the board of directors, but usually if such ratification is the custom, it is merely a form. The principal should, in conference with the faculty, plan the curriculum of the school, being ready to introduce changes when changes are needed and to uphold established curricula against too frequent changes. She customarily is the one to decide upon the admission of new students, examining their credentials and their past records. She also plans the work of the individual students, conferring with them individually at very frequent intervals concerning their progress, their difficulties, and the like. In some schools the principal delegates this particular piece of work entirely to some assistant and in most large schools she must delegate some of it, but it is very important that she should keep in her own hands the general oversight of all of it and to carry the detailed supervision of as much as possible, otherwise her personal contact with the intellectual development of the students is hampered. She should know at any given instant what sort of work each student in the school is doing and what sort of work the teachers think her capable of doing. Frequent conferences with the teachers, individually, by departments, and as a faculty are necessary to attain this. The principal should also visit classes in her own school and in other schools whenever possible.

In the third place, there is what may be called the personal aspect. The school principal should so order the routine of her work as to have leisure to be easily accessible to students, teachers, and parents, and to have leisure of mind to consider the individual problems about which they may care to consult her.

The two dangers to be avoided in the day's work are on the one hand the carrying of so many details as to be overpressed by them and unable to meet, freshly, big situations when they arise, and on the other hand the delegating of so many details to others that the principal herself has only vague and general knowledge of what is going on in the school.

Training necessary

THE preparation or training for the work is through actual teaching, best of all through teaching in the actual school of which one later becomes principal. In addition to actual school teaching, a school principal must have had sufficient business training to meet the business responsibilities.

Opportunity for advancement

THE opportunities for advancement are not many. Usually a school principal remains school principal for the rest of her working life. Occasionally one hears of a school principal being appointed dean of a college. I do not recollect hearing of one's going into any other line of work.

Financial return

THE financial return is good. If the principal owns her own school, she may earn considerable sums of money. In the past what might properly be called fairly large fortunes have been made. The later development of the best private schools seems at present, however, in the direction of the second type of the private school; that in which the school principal herself receives a salary and any profit made in the management of the school belongs to the school, not to the principal. In such a school the principal's salary is at least two or three times that of the highest paid teacher in the school. This is probably not excessive, as the responsibility is very much greater than that of any other member of the staff. I should, however, consider that a school whose principal received more than three times as much as the highest paid teacher in the school was either receiving too much, or the teachers were receiving too little.

Qualifications desirable for success

As for qualifications, a school principal should have a specialist's knowledge of the science of education and a specialist's knowledge in at least one specific field in which she has actually taught: mathematics, English, languages, history, or science. She must, of course, have real executive ability and sound business judgment. She should have vigorous health, a serene temperament, a mind with color enough to be interesting to the young people of the school. She should make human contacts easily and should be a genuinely friendly person; friendly to the teachers, the students, and to the employees.

Advantages and disadvantages

The advantages of the profession are obvious. There is the interest that comes from being an executive officer of "a going concern," and most especially of an organization which is concerned primarily with human contacts. There are all the professional advantages that there are in the teaching profession with the disadvantage of inadequate pay removed. These advantages of the teaching profession are so well known as hardly to need enumeration: the joy of intellectual contact with young minds, the opportunity for some time for study, the chance of leading a life in which things of the intellect assume the most important part of life.

The disadvantages are perhaps equally obvious: the responsibility is very grave and many-sided. The work is likely to be continuous. Vacations are much shorter than the vacations of teachers and far more likely to be interrupted. Indeed, the school principal's life is necessarily a succession of interruptions. The compelling interest of the work lies in the conviction that one is helping through one's lifetime in the maintenance and improvement of a school which, if it is fine enough and sound enough, may become a permanent institution of the country. The old established private schools for boys and girls that have maintained this high tradition over many years, under various principals, occupy in the community a place second only to the colleges, and any young struggling school can hold before itself always the hope of developing into such an established part of the community.

THE REGISTRAR

SARAH BELLE YOUNG
Wheaton College, Norton, Massachusetts

Description of occupation

THE functions of the registrar are generally understood to be those of keeping a written record of certain internal proceedings of an institution, but in reality her duties range all the way from that of an excuse officer to that of filling out an exhaustive questionnaire which may cover various departments of the college.

Among the more common duties of the registration office are those of keeping records which must be accurate, available, complete, understandable, and permanent; interviewing and enrolling students; furnishing data to principals of preparatory schools; procuring programme and appointment cards; assigning class divisions; arranging for entrance examinations; making schedules; revising catalogues; determining class standing; passing upon credentials; the control of class attendance and absences; compiling statistics; supplying the president and deans with records; serving upon committees of which she is occasionally the secretary; and in some colleges possibly acting as secretary to the faculty.

Training necessary — Qualifications

I KNOW of no school which gives a course for registrars. General academic studies in as many departments as possible, together with stenographic equipment, general intelligence, and health will help to open the way, although such positions are usually reached only through experience and natural fitness. The registrar should be familiar with such acquired skill as mastering and arranging details, with organizing and analyzing material, with filing, indexing, typing, and good form in correspondence. The registrar's office is no place for hasty, sketchy work. But even more important are the qualifications of courtesy, imagination, diplomacy, and tact. Perhaps the most important of all qualifications, whether acquired or natural, is that of coöperative relationship to the president, the deans, the business administration, the faculty, and student body, some of whom, in one form or another, invariably have their weaknesses, whims, or conceits. At times she will appear as hard as adamant, but beneath it all there must be loyalty to the institution, initiative, and courage. The registrar who would hold an influential position must have a very broad knowledge of the college she serves; she should study the educational system of other institutions and be quick to appreciate policies which can be adapted advantageously to her own college. She must be willing to accept as well as to give counsel. Her policy should be that of the wide-open door. The best training would, of course, come from actual work with an experienced registrar, but these opportunities are not easily obtained. The principal addresses and papers of the American Association of College Registrars have been printed and can be procured on application to the Secretary of the Association, Ezra L. Gillis, Registrar, University of Kentucky, accompanied by a payment of twenty-five cents per copy. Many of the government publications also give valuable information. Attendance at some of the current departmental conferences will give the would-be registrar an insight into particular phases of the work with which she should become familiar.

Advantages and disadvantages

The associations of the college registrar are attractive. It is often from her that the student about to enter a new world gains her first impressions of college. A sympathetic interest is appreciated by the applicant, and a little encouragement or proper counsel given, in the right manner, particularly during the early days of college — for she is many times the one person with whom the student feels she has an acquaintance — may mean the difference between failure and success. There are ample opportunities to find the aspirations, ideals, and plans of the students in the intimate and social contact which, by reason of the position of the college registrar, are made available. By a little intelligent guiding of the students with whom she is associated, she can become a real humanizing influence.

The hours are usually those of a business office, but the successful registrar accepts the position as a "job" and receives outside visitors or attends committee meetings at the pleasure of others concerned, even though it means the giving-up of some cherished personal appointment.

Supply and demand

SUCH positions are, of course, comparatively few, there being but one for each college. The larger colleges have assistant registrars and officers to whom are given the entire responsibility of certain phases of the work, such as College Recorder, Secretary to the Board of Admission, etc.

Financial return

THE financial return is on a parity with that of the college teacher. The Carnegie Foundation for the Advancement of Teaching, in its rules for the admission of institutions and for the granting of retiring allowances, made the following provision: "Librarians, registrars, recorders, and administrative officers of long tenure, whose salaries may be classed with those of professors and assistant professors, are considered eligible to the benefits of a retiring allowance." The foundation has since introduced a plan for insurance and annuities.

Opportunity for advancement

THE opportunities for advancement are not large; the registrar who hopes for advancement must not only welcome but also seek responsibilities.

THE SCHOOL SUPERINTENDENT

MARY C. MELLYN

Assistant Superintendent, Boston Public Schools

Description of occupation

THE superintendent of schools is the chief executive of a school system. The woman who holds this position may be the educational leader in a large city; if so, she works with a board of superintendents as her assistants, to each of whom is delegated a special portion of the administrative field; she may serve alone in a smaller city or town, or she may have in her charge, as in Massachusetts, a group of small towns with their many varying problems. In the South and West, she may be chosen as county superintendent; if so, her jurisdiction extends over a larger territory than some of our Eastern States; or she may be chosen as the State Superintendent of Instruction, and, to-day, in the eight States of Montana, Wyoming, Idaho, Washington, Kansas, Colorado, Texas, and North Dakota women hold this office.

As an executive officer her duties are various; she is charged with the examination, appointment, supervision, promotion and removal of teachers, and with their training and improvement while in service. She has power to recommend the adoption or discontinuance of textbooks which means that she must be a discriminating and careful student of subjects and methods of teaching. She is concerned with the attendance of children in schools, with the enforcement of compulsory education laws, and with the employment of children of school age. Through those to whom she delegates the task, she is the inspirer and interpreter of the curriculum, which must be adapted to all the needs of the pupils of the kindergarten, elementary and secondary schools, to the adult illiterate, and the exceptional child.

Preparation necessary

The training of the many superintendents of schools is varied; but the demands of the system in a large city require a broad scholastic preparation which gives a background of general culture, for this alone makes educational leadership possible. In addition to this, there should be professional study in normal school or in the schools of education in our universities. Graduate work in education is a necessity, now, for a mature grasp of educational theory, but this should be intimately associated with experience in the classroom. The superintendent of schools should be familiar with the problems of teaching through her own living, personal contact with the actual day's work. The large majority of women in these important positions have reached them by promotion through the system, so that familiarity with classroom problems is part of their equipment for this difficult office.

Supply and demand

Los Angeles is the only large city in which there is a woman superintendent to-day. There are many small cities in the West with populations varying from 5000 to 15,000 in which women are at the helm. In the large cities where men are the chief executives, there are usually several women district superintendents whose duties are concerned with the discipline of schools, the visiting and rating of teachers, etc. There are other women serving as assistant or associate superintendents, with duties similar to those of the superintendent. These women stand shoulder to shoulder with their men associates, meeting the various problems in the administrative field with courage, skill, and marked success.

But the heroism and romance of our work is written into the lives of the valiant women who are serving as county superintendents in the South and West. There, through winter storm and summer sunshine, over roads almost impassable, with an extent of country of fifteen hundred square miles and more, these intrepid women have gone through the length and breadth of their domain, inspiring and improving teaching, enforcing compulsory education laws, fighting for child welfare, and lifting the stigma of illiteracy from souls eager for the opportunity to learn. To their honor be it said, and to the pride of all of us who glory in the achievement of other women, the States in which the women have served as county superintendents have no such record of illiteracy as those in which women have not as yet been accepted for this office.[1]

"Our figures seem to show," says A. S. Monahan (specialist for the Bureau of Education), "that the women county superintendents have a better general education than the men; they devote a larger percentage of their time to visiting schools; the prevailing number of visits to each school is greater and the time spent with each teacher is longer."[2]

Qualifications desirable for success

WHAT are the qualifications for this work? Granted adequate educational preparation, they are, first, vision; second, a *genuine* interest in human beings and their welfare; third, an "aptitude for vicariousness," the power to put one's self in a subordinate's place and see one's ruling through his eyes; fourth, a strict adherence to truth and justice; fifth, the power to legislate through the establishment of definite policies instead of individual judgments; and, finally, everlasting patience with one's fellow-men. Add to this, the energy to work, if necessary, twenty hours out of twenty-four, to take part in everything which makes for community betterment — for education is a social process in which the school must have its share — and the courage to stand for principle, cost what it may, and you have the qualifications for a leader in school work.

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[1] School Board Journal, January, 1918.

[2] Proceedings, National Education Association, 1916, p. 1031.

Financial return

The salaries range from the pitifully small stipend of the town and county superintendents to the comparatively larger salary of the superintendent of great cities like New York or Chicago; but as a whole they are not comparable, to-day, with the compensation earned by executives who carry no heavier responsibilities in other lines of endeavor. But to the everlasting honor of those who bring to their work the dream of the artist, it may well be said, "Though the direct returns are small, the indirect — the wages of a life — are incalculably great. No other work offers a man his daily bread upon such joyful terms."

Suggested reading

See Reports of the following: Bureau of Education; Proceedings of National Education Association; Superintendent's Reports, Boston, Chicago, New York, St. Louis, and other large cities for interesting material concerning the work of women in administrative positions.

FINANCE

THE BOND SALESWOMAN

CLARA PORTER

Guaranty Trust Company, New York City

Description of occupation

The missionary work of bond-selling is extremely difficult and extremely important. The most successful salesmen or saleswomen develop their own clientèle after arduous weeks and months of what often seems like unproductive effort. It is not easy to enter the office of a busy man, sit by his desk, and, in the few minutes allotted to you, convince him that the investment securities handled by your house will meet his requirements. The saleswoman must have a large fund of technical knowledge as her mental background. She must be thoroughly convinced that the goods she offers are suitable for the requirements of her particular client, and she must be free from all self-consciousness in making her offering.

Preparation necessary

While I do not regard a college education or its equivalent necessary, I do believe that, all things being equal, the college woman will be at a much greater advantage in acquiring the necessary technical information concerning bonds. A woman who has a liking for mathematics, economics, and who has an interest in all civic problems will probably be interested in the study of investment securities. If psychology is added to this list, she will have a good basis for successful bond saleswomanship.

Financial return

Generally speaking, selling offers larger financial rewards than almost any other line of business. It is natural that this should be so. The business producer has actual facts to prove her own value to her firm. During the first six months it is probable, however, that most bond salesmen do not earn their overhead expenses. These early months are given to developing a clientèle and $1200 a year is frequently more than salesmen or women are worth. The compensation after this period will bear a direct relation to the business produced. A number of brilliant salesmen in good markets frequently earn as much as $30,000 or $40,000 a year.

Qualifications

Of all the qualifications necessary for bond salesmanship I should place health first, courage second, and perseverance third, assuming, of course, that the necessary technical information has been obtained.

Advantages and disadvantages

The advantages of selling, in my opinion, are many and varied, and the disadvantages so few that they are negligible. The saleswoman has a wonderful opportunity to get a general fund of information concerning practically every kind of business and profession. Her time is her own; she is independent and responsible for results only. Bond-selling is a very healthy outdoor life, but it is a strenuous life physically. The saleswoman working up her clientèle should make from ten to twenty-five calls daily. It has been said very truly that every salesman is in business for himself. There is no business to my knowledge where good work is so conspicuous nor where it is more appreciated. The sales record speaks for itself. It is n't difficult to figure just what is actually earned, and, as I said before, the compensation bears a direct relation to the amount of business produced. Furthermore, a person engaged in bond-selling need never lack mental stimulation. It requires constant effort to keep up with a market which is expanding every day in order to provide for new financing, and to make even a superficial study of such a variety of securities is stimulating.

In the investment field it is an exceedingly good stepping-stone for a partnership or other executive work. The ambitious saleswoman will have something of this kind in mind. But no matter what the ultimate work may be, selling will prove to be a most valuable experience.

Supply and demand

Comparatively few women have invaded the field of bond-selling. At present there are probably about twenty-five women in New York City selling bonds. There will be a great many more in the future, just as there will be a great many more women engaged in all kinds of business-producing jobs.

THE FINANCIAL ADVISOR

FLORENCE A. WARNER

Home Department Director, Maine State Chamber of Commerce and Agricultural League

Description of occupation

The financial advisor is a woman of experience who is employed by a bank to help women clients with their financial problems, both in the budgeting of their income, the wise investment of money, and the banking methods of checking accounts, savings accounts, etc.

Preparation necessary

Preparation should include home economics training, plus definite training in banking methods along the lines indicated above, plus practical experience in managing a household.

Financial return

The financial return will vary; there has been no minimum or maximum set up by any institution doing this work, but I would rather incline to the opinion that $2000 would be the minimum and $5000 the maximum.

Qualifications desirable for success

The chief qualifications are sound judgment, knowledge of minimum living requirements, sympathy, and skill in reading human nature.

Advantages and disadvantages

Among the advantages are: great variety of work, contact with leaders in the business world, and pleasant surroundings.

The disadvantages are the calls for assistance outside of business hours and evening work.

Supply and demand

The demand is not yet established and the supply is unknown.

I know of only six women in the United States now doing this work. They are in Cleveland, Ohio; Pittsburgh, Pennsylvania, New York City, Boston, Massachusetts, and Portland, Maine.

THE SECURITY SALESWOMAN

LOA E. SCOTT

Hayden, Miller & Company, Cleveland, Ohio

The following is from the standpoint of the conservative investment banking house, not from the standpoint of the broker:

Description of occupation

Selling investment securities to women.

Preparation or training necessary

I do not know of any schools giving special work in training for investment banking positions. The training is obtained "on the job" and my experience would indicate that about two years are required to perfect a salesman. The best training is a broad, general education, collegiate if possible. Psychology, economics, and sociology are of great value.

Opportunity for advancement

THERE are unlimited possibilities for advancement depending upon the ability and vision of the woman.

Financial return

THE range of salaries varies from about $800 to $5000 according to training, ability, and general qualifications.

Qualifications desirable for success

IT is necessary to possess a liking for individuals and people; ability to see the position free from selfish gain and as possessing vast possibilities for service to women; ability to get the point of view of the person to whom you are talking; in other words, to get out of yourself and to project yourself into the mind of the other person. Without this ability you cannot correctly analyze her problems. Also one must have a thorough knowledge of the nature of securities; the history of finance; panics, their causes, ability to differentiate between the investment and the speculation; ability to take each woman's individual investment problem and analyze it scientifically; confidence in own ability, a large amount of tact and unlimited good-nature.

Extent of occupation

As yet, few investment banking houses have a women's department. There is little or no demand. In fact, if a woman desires to do this kind of work she must largely create the demand by convincing some good banking house that it needs her services. The future looks very attractive.

The number of women acting as head of a women's department or as saleswomen is small. Probably not over twenty-five or thirty.

Reading

"How to Get Ahead" — Allen Atwood. (Merrill, $1.25.) A popular treatise on the general subject of investments.

"How to Invest Money" — Henry. ($.75) Discusses bonds and stocks in a popular way.

"Sound Investing" — Clay.

"Practical Investing" — Escher.

"Investment Bonds" — Lownhaupt. A splendid book, not so detailed as Chamberlain's book and less technical.

"The Careful Investor" — Meade.

"Work of the Bond House" — Chamberlain. This is a splendid little book in which to see just what is the work of the investment banker.

"Principles of Bond Investment"—Chamberlain. ($5.00.) This is the most complete book on the subject.

"Analyses of Investments" — Moody. This is commonly used for reference.

GOVERNMENT SERVICE

WOMEN IN GOVERNMENT SERVICE

MARY N. WINSLOW

Industrial Agent, Women's Bureau, U.S. Department of Labor

Occupations in the Government Service which are open to women may be said to include practically every form of employment, for not only does our Government lead as the country's largest employer, but the range of its activities far exceeds that of other public or private agencies. In addition to its large tasks of law-making and law-enforcing, of national defense and managing national finance, the Government is charged with promoting the health and welfare of its people, of promoting their home interests, their agricultural, mining, manufacturing, shipping, fishing, and transportation interests. To do this it must investigate, control, and eradicate diseases that attack persons, plants, and animals; it must inspect live stock, foods, and drugs; it must study conditions and progress in education, labor, and commerce, and advise the people concerning the best methods of reaching desired results; it must prevent individual men or groups of men from using unfair business methods, whether in banking, in transportation, in trade, or in manufacture, and it must do many other things that no individual or group of individuals can do for itself. The Government also looks after its public lands; it administers the affairs of the Indian tribes and educates the Alaskan children. It grants patents of invention, furnishes the country standard time, forecasts the weather and makes observations of heavenly bodies. It constructs all buildings, docks, roads, bridges, irrigation works, and other public works which are for national use. It builds ships and aeroplanes, makes ordnance and ammunition, makes clothing and other supplies for the sailor and soldier. It makes all money and does all its own printing. It distributes all mail and many packages.

Among these multiple activities the work which would appeal most strongly to college women will probably be found in the scientific and professional services. The character of this work is very similar throughout the various departments in which it is carried on. The subject-matters treated and the technical knowledge required to do the work vary widely, but the methods of applying this knowledge and the results to be achieved have many qualities in common. Whether the field is human life, plant or animal life, or physics, chemistry, mineralogy, geology, astronomy, or mechanics, further knowledge concerning the fundamental principles operative in each field is obtained by testing, observing, and analyzing, sometimes in the laboratory, sometimes in the locality where a given condition exists. Each search for knowledge requires experts, scientific assistants, and many helpers. Existing conditions in all fields of endeavor are reported upon by our Government agents who go forth from the department particularly interested to collect the essential information direct from original sources. The results of the experimentations and investigations are made known to the public through pamphlets, printed reports, and lectures, or by demonstration agents who convey the facts to the groups of people to whom the information has practical value. A list of positions open to women in these scientific and professional services would be too long for inclusion here, but the titles of a few will serve to indicate the scope of the opportunity along these lines: specialist in home economics, expert in textiles, microanalyst, microscopist, bacteriological technician, pathologist in cereal diseases, inspector in dairy products, fish culturist, associate chemist, mineral geographer, assistant observer in the Weather Bureau, acting assistant surgeon, sanitary biologist, dental hygienist, dietitian, draftsmen of all sorts, special agent for trade and industrial education, expert in child well-fare, head nurse, teacher of high school in the Philippine Islands, teacher of music, editorial clerk, librarian, statistician, botanical artist.

These are only a few of the positions which women can fill in various governmental departments and the list shows that for interesting, valuable, and constructive work the Government service offers a broad field. But there is another question which must be answered satisfactorily before the best type of women will be recruited in large numbers to this work, and that question is the all-important one of salary. Up to the present time the majority of the scientific and professional positions in the Government service have not commanded as high a salary as similar positions outside of the Government. In March, 1919, however, a commission was appointed by Congress to study and reclassify all positions in the Government service, and to submit a report and recommendations to Congress. This "Reclassification Commission," as it was called, made a complete and detailed study of the duties and salaries of all Government positions, compared these duties and salaries with similar positions outside of the Government service, and has very recently issued a report recommending a considerable readjustment of positions and salaries bringing them more nearly up to the level of conditions elsewhere.

The "employment agent" for the Government is the United States Civil Service Commission, and with a few exceptions it is the duty of that body to secure the proper person for each of the multitude of positions which must be filled. Whenever it is necessary to establish a list of persons eligible for appointment to a certain position, the Civil Service Commission sends out notifications of the time and localities in which an examination will be held, of the requirements which candidates must meet to be eligible for examination, of the subject-matter to be covered, and duties and salary of the position. After the examination has been held, the paper of each candidate is marked and she is notified of her rating, which determines her standing on the list from which appointments are made.

Out of the Government's constant need for workers have arisen three types of appointments. Those to permanent positions (commonly called "probational appointments" because the appointee must give six months' satisfactory service before he or she can become a permanent employee) are received by persons who have successfully passed civil service examinations. Temporary appointments are made for short periods either of persons on the civil service register of eligibles or, when no such register is available, of people who have not passed qualifying tests. The latter group cannot retain their temporary appointments after the requisite examination is held. The third type of appointment is to positions which are excepted from examinations by law or by Executive order.

Before November 15, 1919, there was a very large number of examinations which were not open to women. On that date, however, after the submission of a report by the Women's Bureau of the United States Department of Labor showing to how great an extent women were being discriminated against in the matter of civil service examinations, the Civil Service Commission passed a ruling opening all examinations to both men and women. Of course, this rule does not require a department or bureau chief to appoint a woman if a man is wanted, or *vice versa*, but it does open the examinations to both sexes and permits both men and women to be put on every eligible list, so that whichever sex is desired appointments may be made without holding a special examination, and when there is no preference, men and women have an equal chance for appointment.

With this ruling in force and with an equitable adjustment of salaries according to the recommendations of the Reclassification Commission it is to be hoped that there will be a considerable increase of women in the more responsible positions in the Government service. The opportunities are manifold, and many of the positions carry with them the reward of the very real prestige that is given to a worker in the public service. Any woman who is entering on her career would do well to send to the Civil Service Commission in Washington for announcements of examinations for positions along the lines in which she is interested. The different departments and bureaus are always ready to give additional information about their activities so that prospective candidates for examination may be fully informed of the work they will be expected to do.

Women in the Government service as in every other service are becoming more numerous, more important, and better paid. The field is open to them. All that is necessary now is individual initiative and they will be able to win to such a position in the Government service as they are achieving elsewhere.

HEALTH SERVICES

THE BABY HYGIENE WORKER[1]

ANNA M. RUSS

Baby Hygiene Association, Boston

Description of occupation

THE Baby Hygiene Association is a private charitable organization engaged in preventive and educational work with Boston's well babies under two years of age, and, to a limited extent, with well children of the pre-school age. The purpose of the association is to keep well babies well, to reduce the death-rate among babies, to teach mothers motherhood, and to improve the milk supply. The following methods are employed in the infant welfare work: maintenance of welfare stations; encouragement of breast feeding; distribution of clean milk; instruction in proper feeding, care, and hygiene of infants, by means of conferences with physicians at the stations, visits by nurses in the homes, and coöperation with public health authorities and social agencies in all matters affecting infant welfare. In the child welfare work the duty of the dietitian is to supervise the general care of the children, their habits of eating, sleeping, playing, and living through home visiting, giving home and class lessons in the preparation of proper food for the children and proper clothing, and marketing. Graduate nurses have charge of the welfare work with infants up to two years of age, and trained dietitians look after the older children from two to six years. The latter part of the work has been developed during the past year and it is hoped that it will eventually cover the whole area where infant work is carried on.

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[1] The conditions stated are those of the Baby Hygiene Association.

Preparation necessary

A BABY hygiene nurse must be a graduate of a reputable hospital. She must be a nurse who has had training or experience in infant care, and public health nursing is usually preferred. Nurses who have completed the post-graduate course in public health nursing at Simmons College, given under the direction of the District Nursing Association, or at Columbia University in New York, are desirable applicants. During the course at Simmons, the student nurses get a month's practical training with the Baby Hygiene Association. The dietitians are required to have thorough training in dietetics. The course in household economics at Simmons College is a very satisfactory preparation.

Opportunity for advancement

IT is possible for a nurse employed by the Baby Hygiene Association to advance to the position of supervising nurse. There is a widespread movement to establish similar organizations throughout the country and abroad, and those who are successful in their work with us are well fitted to organize this sort of work in a new field.

Financial return

NURSES receive $95 a month during their first two months of service, which is a probation period, and if they are appointed to the staff they receive $100 a month for the remainder of the first year. From that time on their promotion is by merit, and the maximum is $120 a month. Dietitians receive $100 a month.

Qualifications

NECESSARY qualifications for this type of work are an understanding of human nature, tact, sympathy, unselfishness, patience, loyalty, imagination, and initiative. Furthermore, sound training for this special field, teaching ability, and the power to see social problems and solve them properly are indispensable.

Advantages and disadvantages

Our workers are dealing directly with human beings and are doing a work which is vitally important to all society. It is impossible for the work to become mechanical or boresome, because new problems are continually arising, and new people are constantly coming under the supervision of the workers. There is a splendid opportunity to come in close touch with people of different races and nationalities. Since home visiting constitutes the major part of the work, the workers are out of doors a great deal. The hours are regular, usually. A month's vacation is given at the end of a year's service, and two weeks' sick-leave, with pay, is allowed each year in most institutions.

The workers' office hours are from eight to nine o'clock in the morning. This is the only definite time they have for being at their stations, except during conference. In districts where there is only one nurse, one conference a week is held, but where there are two nurses the conferences occur twice a week. Dietitians have weekly conferences of their own. However, in order to keep the accurate, detailed records required, the workers need more than an hour a day, and they plan their days the way that suits them best. A weekly statistical report is sent in by each worker to the main office. At four of the stations, milk is sold in the early forenoon to families with babies under our care.

Extent of occupation

During the war, when the large number of remedial defects of soldiers were shown up in their physical examinations, the great need for preventive work in early life became glaringly apparent. Hence organizations similar to ours are springing up everywhere. We are getting inquiries about our work from people in many different States, and even from Europe and South America. Hence, there is the widest possible field for capable, trained workers. During the year 1919 the total number under our care was 10,327. The nurses made 109,732 home visits, and the dietitians 13,839. The conference attendance was 49,658. There are thirty nurses and five dietitians on the staff.

Reading

All publications of the Children's Bureau, Washington, D.C.
"The Baby's First Two Years"—Dr. Smith and Mrs. Greene.
"The Care and Feeding of Children" — Dr. L. Emmet Holt.
"Diseases of Nutrition and Infant Feeding" — Morse and Talbot.
"Caloric Feeding of Infants" — Dr. Dennett.
Books for sale by National Child Welfare Assn., Educational Building, 70 Fifth Avenue, New York City: "The Baby Book," "Childhood and Health," "Child Welfare Handbook."

THE CHILD HYGIENE WORKER

S. JOSEPHINE BAKER, M.D., D.P.H.

Director, Bureau of Child Hygiene, Department of Health, New York City

Description of occupation

Practically every position in child hygiene work is open to women. The term "child hygiene" is a broad one and practically every branch of public health work for children is included. This may be done either under public health authorities, such as boards of health in the States or local communities, or it may be carried on by private organizations, such as public welfare agencies or baby health station societies which are common in many of our cities and towns.

In general, the type of work covered by the term "child hygiene" is the attempt to reduce the sickness and death-rate of children by means of preventive hygiene. This means that mothers are educated in proper methods of child care and that every possible effort is made to see that children live in wholesome manner, surrounded by the proper influences which make for good health. Specifically, the work includes the following functions: (1) the reduction of infant mortality by means of pre-natal work and post-natal work, including the establishment of baby health stations, instruction of mothers in the care of babies, formation of Little Mothers Leagues, etc.; (2) the reduction of maternal morbidity and mortality through the supervision of midwives; (3) reduction in the sickness and death-rate of children of pre-school age (two to six years) by means of special health centers, physical examination of all children of this age and proper follow-up in the home to see that preventive measures are carried out and the necessary treatment provided; (4) health supervision of all children of school age by means of school medical inspection, which includes the prevention and control of infectious diseases, physical examination of school children, follow-up work necessary to obtain proper treatment and to see that the home conditions are hygienic, the establishment of special classes for handicapped children and the maintenance of clinics for the treatment of dental and eye defects.

Training necessary

PRACTICALLY all positions in child hygiene work require special training. It is necessary for women to have the degree of "Doctor of Medicine" or to be registered nurses in order to obtain positions in this line, when it is carried on under public health authorities. In the case of private agencies there are a few openings for women with social service training, although the majority of people employed are either physicians or nurses. Ordinary medical courses and nursing courses do not give adequate preparation for child hygiene work, however, and most of the knowledge has to be acquired after the position is obtained. Within recent years post-graduate courses in public health have been established by several colleges, notably Johns Hopkins, the University of Pennsylvania, the University of Michigan, New York University, and Bellevue Hospital Medical College. All of these are open to women. Post-graduate courses in public health nursing are conducted by Teachers College, Columbia University, and, by Simmons College, Boston.

Financial return

PHYSICIANS usually enter this work as a part-time proposition; that is, they give three hours' service a day. Salaries vary widely, from a few hundred dollars a year in small towns to about fourteen hundred dollars a year for the same grade of work in New York City.

Opportunities for advancement

ADVANCED positions are those of supervising inspectors, chiefs of the various divisions dealing with special functions of the work, and director or chief of the work as a whole. Such advancement depends upon efficiency and length of service, with adaptability for the work. The supervising inspectors, chiefs of divisions, and director are on full time. The salaries of these positions in New York City range from $3000 to $5000 per annum. In the nursing field the positions are full time and the salaries range from $1200 to $1400 for field nurses, $1600 to $1700 for supervising nurses, while the superintendents receive from $1900 to $2100 a year for full-time work.

Qualifications desirable for success

FIRST of all, a very distinct aptitude and interest in this type of work. Public health work for children brings one in contact with every class of the community. It is not relief work, nor does the nurse or doctor apparently have anything to offer to the people whom they visit; therefore the method of approach requires extreme tact, perseverance, the ability to get on with people, and a genuine liking for the work and for children.

Advantages and disadvantages

THE disadvantages are few, and only those which apply to any type of medical and social service work. The hours are from

9 A.M. to 5 P.M. daily except Saturdays, when they are from 9 A.M. to noon. There is usually a month's vacation with pay, extended sick-leave with pay, and all legal holidays.

Supply and demand

THE demand for public health workers is very great at the present time, particularly through the West. Training, however, is essential. The opportunities for women in this line of work are excellent. While the salaries are not large, there is a chance for the finest type of public service. Wherever public health work for children has been carried on, both the sickness and death-rates have been reduced to an enormous extent. This saving of life and the promotion of health and well-being of the next generation may well be classed as one of the finest types of service that can be rendered in any community.

THE DERMATOLOGIST

ANNA WALKER WAKEFIELD

Description of occupation

DERMATOLOGY is the science which treats of the skin and its diseases. This field offers greater opportunities for advancement and larger financial returns in less time than most other vocations open to women.

The chief work of the dermatologist consists mostly of what is termed face-work; i.e., removing blemishes, caring for diseased skins, massaging the face by hand which builds up dropped muscles and nerves, thereby restoring their strength and replacing lost tissue. The scalp is also treated in this field of work.

Preparation necessary

I KNOW of no reliable schools where practical training for this vocation may be secured except the school of experience which one may enter by serving apprenticeship under some reliable dermatologist.

Qualifications desirable for success

THE chief requisite one must possess upon entering this profession is a thorough knowledge of dermatology plus a knowledge of circulatory stimulation. The number of ignorant, incompetent persons in the profession is very great. This profession, scientifically, should rank with the medical. The universal employment of ice, vibratory machines, hot and cold cloths should be replaced by knowledge of dermatology and the educating of nature's perfect instrument for this work, the hand. Let the student learn everything she possibly can regarding dermatology before venturing into this field of work. Let her be absolutely reliable in all her dealings with clients; keep her standards high, and success is bound to follow.

The successful dermatologist must have an even disposition which will give her poise and inspire confidence in nervous patients; she must be gentle and sympathetic and have the power of discerning the good qualities of all with whom she comes in contact; she must possess a magnetic personality in order to influence her clients to do the things she wishes them to do that they may obtain successful results; she must have perfect health and be a living demonstration of what her skill can do.

Opportunities for advancement

IF a young woman can enter this vocation with no mercenary motive, but a great absorbing desire to bring happiness and successful results to her patrons, the financial end will take care of itself. If she can have the strength of purpose to resist the temptation of large monetary rewards for selling to the trusting client cheap, worthless preparations, she will ultimately reap an honorable success based on a firm foundation of integrity.

Financial return

A successful dermatologist earns from $3000 to $5000 a year.

Supply and demand

The demand for fine intelligent women in this vocation is very great. The field of dermatology needs women who are conscientious and who possess a high character. This field is glutted with incompetents who use the name of their profession to flood the market with absolutely worthless preparations and mechanical devices which are often injurious. No thoroughly competent dermatologist ever massages the face except with the human hand.

Advantages and disadvantages

The advantages of this profession are many: the joy of helping mankind, the satisfaction of obtaining successful results, the life of contact with many people which eliminates monotony, the fast renumeration for good services done.

The disadvantages are few. The hours are apt to be very long at times and sometimes one has very difficult patrons.

Reading

There are several journals published dealing with dermatology. Among the many good writers on the subject are the following: Darier; Sutton; Hyde; Schamberg; Pusey; Campbell; Sequeira and J. T. Bowen. Their books may be obtained at any medical library.

THE DISTRICT NURSE

MARY BEARD, R.N.
Instructor, District Nursing Association, Boston

Description of occupation

For the last thirty years and more there has been in this country a body of community health visitors known as "district nurses" or as "visiting nurses." In most of our large cities there is an unofficial health association, known as the "Visiting Nurse Association" or the "District Nursing Association," the purpose of which is to shape the policies governing this form of health work and to raise the budget necessary to maintain it. The health work undertaken by these various associations differs more or less with the differing opinions of the board of directors in one or another city. One of the oldest of these associations is the Instructive District Nursing Association of Boston. Its act of incorporation plainly states its purpose, "to give nursing care to the sick poor" of Boston. Such expressions as this are to be found in the early reports of most of the large visiting nurse associations. They show, first, that the origin of such work was frankly a "charity"; and, second, that the preventive work, which was done by the nurses in the early days of visiting nurse associations, was only such as came incidentally to the bedside nurse, who "instructed in the laws of wholesome living" while she made a bed, gave a bath, and carried out a doctor's orders. This early phase of public health nursing laid a valuable foundation for the work of to-day, in creating a welcome and an understanding in the neighborhoods where the nurses worked. This friendly feeling toward the nurse was a valuable asset to the modern movement, but it has taken some time and will take longer still to efface the impression created in the community, that all visiting nurses are charity workers, and, as such, not acceptable to an independent public, even though they are desirable for those neighbors (constituting fifty per cent of a city community) who are unable to pay for medical care, preventive or otherwise.

When in the year 1893 the Henry Street nurses began their work in New York City, an important step in the progress of public health nursing was taken by encouraging the payment of a small fee for each visit, and so emphasizing the public service rather than the charity aspect of visiting nursing.

A community service for which any one may pay becomes very popular when it is a service which may be needed at any time by any family in the neighborhood. There have been remarkable results due to the home nursing performed in this way under the direction of visiting nurses. The technical nursing, performed by the nurse herself, during her short stay in the home, is of comparatively little value because after her visit nursing care may be entirely suspended until she comes again. Of much more consequence to the family is the ability of the visiting nurse to teach the elements of home nursing to some member of it. This teaching is capable of producing good results in recoveries from illness and in prevention of the spread of disease. It has been a matter for later experience to see the infinitely greater value of so educating visiting nurses and organizing their work that they will undertake the systematic health teaching which means prevention of the occurrence of disease, the correction of remediable defects, and the avoidance of that under-weight and under-nourished condition so often observable in family visiting. In a more or less desultory manner, health teaching or preventive nursing accompanied the demonstrations by means of which home nursing was taught. Many visiting nurses, in the early days, taught pre-natal care and undoubtedly did much valuable preventive work, but until about 1900 there was no organized attempt to bring the laws of preventive medicine directly into homes and schools and industrial plants through the agency of the visiting nurse.

A public health nurse is a graduate nurse doing any form of social work in which the health of the public is concerned, and in which her training as a nurse comes into play and is recognized as a valuable part of her equipment. The first and foremost idea in her mind is the prevention of disease and disaster, whether she wears the garments and carries the bag of the district or visiting nurse, of the infant welfare nurse, of the school, factory, or tuberculosis nurse, or whether in the person of the rural nurse she combines all these functions in herself. Sometimes public funds are drawn upon for her salary; sometimes there is a combination of public and privately contributed money; more often, perhaps, private societies finance the work; but wherever the money comes from, whatever is the form of visiting nursing done, if prevention is the foundation idea in the nurse's work, then she is most certainly a public health nurse.

(1) [1] An infant welfare nurse makes systematic, regularly timed visits to babies in the community, keeping a watchful eye on their progress, ready with the needed advice when they fall ill with colds, croup, bronchitis, pneumonia, or contagious diseases. During the trying periods of teething and weaning, and in the excessive heat, she gives constant oversight, and is always urgent that the mothers seek advice from the physician before illness becomes acute. She holds weekly conferences when mothers bring their little ones to be weighed and examined by a doctor, and helps them understand his advice about feedings and simple treatments. She visits the children under school age whose interests are too often lost sight of in the face of the more pressing needs of the little babies. She holds mothers' meetings or talks to mothers' clubs about the care and feeding of children.

(2) The school nurse assists the school doctor in his medical inspection of the children. She carries home his advice to the parents of any child who is not perfectly well, explains what the trouble is and what may be done to relieve it. She instructs the child with a weak back in those exercises which will make him strong and straight. She helps a mother plan the right dietary for an under-nourished child. She seeks to remove the causes of eye-strain and headache by securing better lighting and ventilation. She holds frequent inspections of the children to discover unclean heads, decayed teeth, and other conditions which interfere with good health, good temper, and good school work. She teaches the children to work for good health at home and at school.

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[1] The "Public Health Nurse"; pamphlet issued by National Organization of Public Health Nursing, 156 Fifth Avenue, New York City.

(3) The medical social service nurse forms the connecting link between the hospital or dispensary and the home. She relieves the anxiety of both the family and the patient by frequent visits. By following patients into their homes after hospital or dispensary treatment, she can interpret the doctor's orders in such a way as to secure the best results. She is often able, in coöperation with other social workers, to remedy social conditions which have caused the illness and would prevent convalescence and recovery.

(4) The tuberculosis nurse assists the doctor at clinics, to which she has persuaded suspected cases and those who have been exposed to the diseases to come. She visits clinic patients in their homes, showing the families how to carry out the doctor's orders for the care of the patient, and the protection of the rest of the family. She gives nursing care to those who are confined to bed while she is making arrangements for their removal to hospital or sanatorium. She seeks to get aid for those unable to work; in short, she is guide, philosopher, and friend to the victims of this most dreaded and most universal of diseases, and endeavors to protect the health of all who through their daily contact are exposed to it.

(5) The industrial nurse looks after the health of the workers in a factory, store, mine, or mill. She attends to the little accidents and injuries that occur during the day's work, and also coöperates with the employers and employees in seeking to bring about the best lighting, ventilation, working hours, meal hours, and recreation facilities. She seeks to have a good food supply provided at reasonable prices. She visits employees and gives them nursing care in their homes when they are ill. She tries to bring about sanitary living conditions and a friendly community spirit.

(6) The first duty of the district or visiting nurse is the bedside care of patients in their homes, and the instruction of the family in how to give the care between her visits. The teaching of health habits and demonstration of how health rules may be carried out are an important part of her daily

work in the homes of her patients. She goes to rich and poor alike, caring for cases only when there is a doctor in attendance.

Beside the actual nursing care of chronic or acutely ill patients and her educational work, she may carry on any one or all of the specialized public health nursing activities or coöperate closely with other nurses in the community who are carrying them on.

Preparation necessary

VARIOUS post-graduate courses in public health nursing, ranging in length from six weeks to two and three years, are offered throughout the country. A list of these courses may be obtained from the office of the National Organization for Public Health Nursing, 156 Fifth Avenue, New York City. In some courses students in the third year of their hospital training are admitted for this special public health nursing training.

Public health nursing has been tremendously stimulated during the last few years. There are not nearly enough graduates of courses in public health nursing to fill those important positions which are waiting to be filled. If a well-educated woman has been trained as a nurse and has taken a course in public health nursing, and in addition to that has executive ability, she could be placed many times over in responsible positions.

Financial return

PUBLIC health nurses who are doing organizing or administrative work are paid salaries which range from $2500 to $4000 or $5000. Those who are starting and who have their experience to gain receive a minimum of $1400.

Qualifications desirable for success

PROBABLY the most important qualification for a public health nurse to possess is a liking for people. She must be interested in the study of humanity for its own sake and must find all people a perpetual source of interest. "Public health nursing demands the application of business principles, but calls for infinitely more of hope, faith, courage, perseverance, and understanding." It must be "All things to all people."

Advantages and disadvantages

To a person who has this natural qualification the advantages of the life are great. The intimacy of the relation between the public health nurse and the families in which she works is very delightful, indeed. She will be out of doors a great deal of her time, because as she is a *visiting* nurse, she does not stay anywhere for more than an hour or two at a time. Her mind is kept constantly alert and her education progresses continually, because in doing constructive health work in families one comes in contact with all the great social problems of the ages and must deal with those many highly developed social agencies which have been built up to meet these problems.

Suggestive reading

SERIES of Public Health Nursing Handbooks edited by Miss Mary Gardner, published by the Macmillan Company:
"Public Health Nursing" — Gardner.
"Industrial Nursing" — Wright.
"School Nursing" — Kelly and Bradshaw.
"Organization of Public Health Nursing" — Brainard.
"Sanitation for Public Health Nurses" — Hill.
The "Public Health Nurse;" pamphlet issued by National Organization of Public Health Nursing, 156 Fifth Avenue, New York City.

THE OCCUPATIONAL THERAPIST

MARJORIE B. GREENE

Registrar, Boston School of Occupational Therapy

Description of occupation

Occupational therapy is one of the new professions for young women. The necessity and importance of this work was firmly established in military hospitals during the late war and its future success is secure. The civilian hospitals are waiting for trained workers, and we believe that it is but a short time before every hospital and institution will employ at least one aide.

The training is designed to develop not only artistic and mechanical skill and dexterity, but also ability to coöperate with every branch of the hospital service in order that there may result the highest standard of efficiency. This latter ability is quite as important as the former.

Among the crafts used for their special therapeutic value are: Applied design, basketry, block printing, bookbinding, chair-seating, jewelry, leather work, modeling, rug-making, textiles, tin-can work, typewriting, weaving, wood-carving, woodwork and whittling. Also minor curative occupations; bead work, colonial mats, cord work, crocheting, knitting, netting. The work is carried on in hospital wards and shops and, when possible, with private cases.

Preparation or training necessary

General education, equivalent at least to high-school education.

Previous training in any of the following subjects with satisfactory credentials will be credited the student upon entrance to the schools of Occupational Therapy: nursing, social service, physical education, mechanical drawing, psychology, arts and crafts.

Training may be secured at the following schools:

Boston School of Occupational Therapy, 7 Harcourt Street, Boston.

Teachers College, Occupational Therapy Department, New York City.

Flavell School, Chicago, Illinois.

Philadelphia School of Occupational Therapy, Philadelphia.

Downing College, Milwaukee, Wisconsin.

School of Occupational Therapy, St. Louis, Missouri.

Qualifications necessary for success

STRONG physique, understanding of human nature, common sense, initiative and adaptability.

Financial return

AVERAGE, from $1200 to $1800 per year.

Extent of occupation

OCCUPATIONAL therapists are in demand in institutions such as State hospitals, private hospitals, Army and Navy hospitals, dispensaries, Government public health departments, work with private patients both in hospitals and at home. The demand for well-trained aides far exceeds the supply.

Service to society

To restore a patient's courage and his, or her, maximum mental, nervous, and physical ability is to add an asset to the community where there might have been a liability. To bring work out of idleness has economic value in time, morality, production, health, and happiness, and is elevating to the individual and to the entire world.

Suggested reading

"Ward Occupation in Hospitals," Bulletin No. 25. Issued by Federal Board of Vocational Training, Washington, D.C., 1918.

"Handicrafts for the Handicapped" — Dr. Herbert J. Hall.
"The Work of Our Hands" — Dr. Herbert J. Hall.
"Teaching the Sick" — George Edward Barton.
"Invalid Occupations" — Susan Tracy.

THE OPTOMETRIST

M. DORIS SWEETLAND

Description of occupation

According to the laws of Massachusetts, Chapter 700, Acts of 1912, "The practice of optometry is defined to be the employment of any method or means other than the use of drugs for the measurement of the powers of vision and the adaptation of lenses for the aid thereof."

Actual work done

It is very essential that the examination should be a systematic undertaking: in fact, it is an absolute necessity in order that nothing may be overlooked. First record what is known as the history of the case. This consists of getting the necessary data, such as name, address, age, etc. Two methods are usually employed in a complete examination, an objective and a subjective one. The *objective method* is first used and depends on the information which the observer is able to gain from an examination of the conditions present which are visible or appreciable to his educated senses. The eyeball itself is inspected by the use of a bright light to make sure whether there are corneal opacities or pathological conditions present. The fundus of the eye is viewed with an instrument called the "opthalmoscope," to detect any diseased conditions which might be present and yet not detected externally. The lids are noticed as to whether they are in a healthy condition or otherwise. An operator cannot be too careful in the objective examination. The patient may be questioned regarding any doubtful findings, and once in a while the observer will discover a pathological condition of which the patient was not aware, such as kidney diseases, etc. If this is the case, the patient should be referred to his family physician upon completion of the refraction of the eyes by the optometrist.

These preliminaries being over, the operator proceeds with the *subjective examination*. By the use of another instrument, the "retinoscope," the observer reflects light indirectly into the patient's pupil and thereby detects by motion what the refractive condition of the eye actually is; that is, far-sighted (hyperopic), etc. Much could be written about just this one subject "Retinoscopy," but space will not permit. However, suffice it to say that a skilled operator with a retinoscope can refract a whole case by just the use of this instrument combined with lenses. This method is employed in testing children and illiterates.

The most up-to-date trial frame now used consists of an arrangement of lenses on rotating disks which does away with the cumbersome trial frame hitherto used. This instrument with the lenses in disks is termed a "phoro-optometer." It is arranged so that the muscles of the eyes may also be tested. Different distances may be used in the test, allowances being made for whatever distance is decided on. A twenty-foot distance is the most common one used and is accepted as the standard. The patient is seated in a chair twenty feet distant from the test type which consists of graduated letters made on the sine of a five-minute angle. Lenses are placed before the patient's eyes until the clearest vision is obtained. After this is ascertained, the muscles of the eye are carefully tested by means of lights in combination with prisms. There are various methods of testing the eyes, but all in the end are employed to give the patient the clearest as well as the most comfortable vision. When the proper lenses have been carefully chosen, the optometrist then proceeds to measure the patient's face for the finished eyeglasses or spectacles. *Facial fitting* in itself is very important, as often the most correct prescription is spoiled and does not give the satisfaction it otherwise would, because of poor adjustment or ill-fitting frames or lenses. It will pay the optometrist either to do this part of the work himself or at least superintend it.

After the measures are taken for the size of the lenses and frame, it remains for the work to be finished. The *mechanical department* of an optical establishment is an important part of the work also, for this is where the prescription is filled. It is absolutely necessary that the lenses be ground just as ordered. Until an optometrist has a large enough practice to hire competent help, it will mean more profit to do the mechanical work one's self. It is optional, however, as there are several reliable wholesale optical prescription houses in all cities who do that work.

When the patient comes for the finished article, it is necessary that the optometrist shall know how to adjust the glasses comfortably. Also the patient must be given a few points regarding the wearing of new lenses. It is important to impress the customer with the ability of the optometrist, not by WORDS, but by service rendered.

Preparation or training necessary

THE usual requirements necessary to enter a recognized optical college or school are that the applicant be of good moral character and have had at least two years' high-school training or its equivalent. Different States have their own colleges and schools. One of the best-known courses in the Eastern colleges is the optical course at Columbia, New York City. Also the University of Massachusetts, Boston, has an excellent course. There are many more good schools which would be at the option of the student. Information relative to said schools may be had in any State by applying to the State Board of Registration in Optometry in the State wished. Send inquiries to the State House.

The *length of training* varies in different schools from two to four years. Night courses may be arranged if desired, but a day course is preferable unless the student works during the day in an optical office or store. More practical experience is gained by this last method.

Opportunity for advancement

This rests entirely with the optometrist. In order to keep abreast of the times it is necessary to keep in constant touch with the improvements in the optical profession in order that the patient may receive the best service possible. Simply having a college diploma and a certificate issued by the State allowing one to practice optometry means very little in comparison with what it is necessary to know in order to satisfy prospective patients. In this line, as well as in any other, new ideas are being brought forth very often and it is the optometrist's duty to the patient to keep well informed along this line.

Financial return

The financial return is unlimited and depends entirely on the personality and skill, coupled with business ability, of the optometrist. An average yearly business for an optometrist either alone or with one helper is between $10,000 and $12,000. Of course this will not be the first year, as at that time the optometrist is becoming known. Perhaps $7000 would be a minimum. But, as I have said before, it rests entirely with the operator.

Qualifications desirable for success

Natural qualifications would be a good conversationalist, a neat dresser, a good "listener." Also one must be tactful. I believe this asset is one of the most important in any profession or business.

Acquired qualifications would be those which would come by experience. A skilled operator needs time to bring out the best qualities. It is simply a repetition of the old adage, "Practice makes perfect."

Advantages

Optometry, besides being a clean work, rates any one who pursues it as a specialist in a particular line of work. It brings one in contact with people besides benefiting humanity as a whole. Sometimes an optometrist will secure the schools as a whole in a city, and receive a contract to test the children's eyes. This adds prestige to the optometrist's name.

Disadvantages

I have not found many disadvantages in the business, as the working hours may be determined by the optometrist. The public will soon grow accustomed to the office hours chosen and come only at those times. In fact, in the better optical establishments examinations are made by appointment only.

Extent of occupation

Different States have different numbers, but the number of registered optometrists in Massachusetts to-day is about nine hundred. Glasses are being more and more worn as people begin to recognize the importance of that little organ " the eye." Consequently, this is a ripe field for a conscientious worker. Choose a city where the field is not overcrowded and if you want to succeed you will.

THE OSTEOPATH

DR. EDITH STOBO CAVE

Doctor of Osteopathy, Boston

Description of occupation

Osteopathy is the science which seeks to promote the integrity of the structure of the body, thereby establishing and maintaining the reign of natural law. For it is the basic principle of the osteopathic theory that "Structure governs function."

At birth the spinal column is straight, all the tissues are soft and pliable, and as yet unadapted to their life-work. As the child grows, it passes through various stages of attempted assumption of upright posture, until, at last, standing upon its feet, the four normal curves of the spine begin to assert themselves. The anterior curves at both neck and waist line aid in forming the pedestals upon which to carry the weight of the structures above; the posterior curves from the shoulder to just above the waist line, and from just below the waist line to the end of the spine, taken together with the anterior curving of the chest wall and abdomen, form two roomy compartments in which the various organs perform their functions. The body has now reached its perfect alignment, and this perfection of both alignment and function — for they go hand in hand — would continue throughout life were it not for the fact that the integrity of structure is assailed in innumerable ways either in the stress of life or by accident.

To the osteopathic physician come the bodies that have lost in varying degrees the integrity of structural alignment. Knowing that these are they who have violated the natural law, he examines the spinal column to ascertain to what degree the integrity is lost, also to what extent reconstruction is possible. To the malalignment is applied certain scientific leverages skillfully calculated to bring about adjustment. It is possible in many instances to restore structure and function to a relatively normal degree; but there are cases where only partial restoration is possible owing to actual changes in the character of the tissues, rendering perfect alignment no longer attainable.

To whatever extent, however, alignment may be made, it is absolutely essential that the physician discover the possible habit-cause of the deviation. The patient must then be taught to coöperate with the physician in perfecting the cure, otherwise the loss of structural integrity will recur, and the result be temporarily palliative instead of permanently curative. Within the hands of the skilled osteopath lies greater power than is realized by the casual observer. He is able to bring order out of chaos, and to restore to normal, or approximately so, the various functions of the body, making it impossible for the elements of disease to remain. The human body is the most wonderful mechanical creation in existence, capable, under the direction of the mind, of performing and regulating its own functions without the assistance of external agencies.

Preparation necessary

To any who may wish to consider entering the osteopathic profession the following facts may be of interest:

There are seven osteopathic colleges: The original school, established in 1892, and called the American College of Osteopathy, is located in Kirksville, Missouri, where it was founded by Dr. Andrew Taylor Still, the Father of Osteopathy. The Massachusetts College is located in Boston. There are colleges of osteopathy in Chicago, Philadelphia, Des Moines, Kansas City, and Los Angeles.

The requirements for admission are a high-school education or its equivalent.

The tuition is $150 per annum.

The length of the course is four years of ten months each.

Extent of occupation

THE number of osteopathic physicians at present in the field is estimated at about seven thousand.

The aggregate number of students in the schools to-day is about one thousand.

Financial return

THE average income, approximately estimated, is between $5000 and $7000 per annum. Income is a matter of personality, ability, and locality.

Qualifications desirable for success

THE qualifications for this line of work are first of all an overwhelming desire to enter this particular method of healing.

One must truly love one's work in order to meet with success. Then there must be unquestionable health; an instinct for mechanics; a love for detailed and intricate study; a desire to render service to humanity to the fullest extent of one's powers; and an unswerving allegiance to the cause, when once you have enrolled for service. To the one best adapted for this work, it is not the income that brings the fullness of compensation, it is the making whole of those who are sick and in despair.

Woman has already won her place in the osteopathic field of service; a place that is now accorded both honor and respect. Her physical endurance, her mental grasp, her mechanical instinct, her vision, and her consecration have already placed her in the front ranks. To-day it is estimated that about forty per cent of the osteopathic physicians, and of the student body, are women. Just as in other professions, certain qualifications are essential to insure success, but possessing them, there is no other field of service where she is more greatly needed, or where she may render more acceptable service.

THE PRIVATE NURSE

SARA E. PARSONS

Superintendent of Nurses, Massachusetts General Hospital, Boston

Description of occupation

The work of the private nurse varies from going into the home of the millionaire, where she shares every luxury and has servants to wait upon her, to the home of people in moderate circumstances who do their own work and find the expense of sickness almost beyond their ability to meet.

She may be obliged to work with a doctor of the old school, whose methods are obsolete, or with the most up-to-date scientific physician. The work may be full of interest according to the character of the case and the type of people, or it may be the reverse. What the nurse gets out of her work depends largely on what she puts into it and on her own attitude toward it.

In many cases among less well-to-do people the nurse may have twenty-four hour duty. Under such circumstances she is supposed to have at least six hours for sleep and an hour to get out in the fresh air. With very critical cases and in the families of wealthy people there are usually two nurses, making twelve-hour duty, to be arranged generally between the nurses themselves.

Preparation necessary

Training schools are connected with all well-known hospitals and a few with universities. Specific information may be obtained from the Headquarters, National Nursing Association, 156 Fifth Avenue, New York City.

Opportunity for advancement

The opportunity for advancement is excellent. There is plenty of room at the top. Nurses are now required as heads of and instructors in health departments in colleges.

Financial return

The remuneration is usually $35 a week, sometimes including laundry when it is convenient for the family; otherwise the nurse attends to it herself. There are nurses who work along special lines who charge $40 a week, and in rare instances they have been paid $50 a week.

Qualifications desirable for success

For this field a person needs special qualifications; above all things she must have a pleasing personality, adaptability, and tact. She also needs a thorough, all-around preparation, as it is impossible to tell what each call may demand. One must also have executive ability. Training in a well-established school is necessary.

Advantages and disadvantages

The advantages of private work are the opportunities for meeting many types of people, travel, and in some instances pleasant personal relationships. There are many nurses who have become, to all intents and purposes, members of the family, and have stayed with their patient and the family for many years. There is also the opportunity to take part in helping in the evolution of an interesting and necessary profession. The work offers an opportunity for social service.

The disadvantages of private work are the difficulties of obtaining time for one's self, of making social engagements, the danger of developing extravagant tastes, and of becoming dissatisfied with a reasonable mode of living. Also, private nurses are apt to fall behind in their professional knowledge on account of following one line of work too long, and because of the difficulties of attending nurses' conventions and keeping up with nursing progress.

Extent of occupation

We have about forty thousand registered nurses in this country. Through the Red Cross at the present time we have international activities organizing hospitals, training schools, and public health work.

Reading

"Opportunities in the Field of Nursing."
"Standard Curriculum."
"American Journal of Nursing."
"The Hospital as a Social Agent" — Cablin.
"History of Nursing" — Nutting and Robb.
"Nursing Problems and Obligations" — Parsons.

THE PUBLIC HEALTH NURSE

BESSIE AMERMAN HAASIS, R.N.
Educational Secretary, National Organization for Public Health Nursing

Public health nursing

A PUBLIC health nurse is "a graduate nurse doing any form of social work in which the health of the public is concerned, and in which her training as a nurse comes into play and is recognized as a valuable part of her equipment."

The public health nurse may specialize in various fields, such as school nursing, industrial nursing, pre-natal and maternity care, infant and child welfare, the care of the tuberculous, venereal disease control, mental hygiene, and medical social service, or she may combine these functions in general service to the community. She is both nurse and teacher. She is the interpreter between the scientist in his laboratory and the health-needing millions whom he serves. She has become an indispensable instrument of practically every modern health movement.

Visiting nursing

THE first duty of the district or visiting nurse is the bedside care of patients in their homes, and the instruction of the family in how to give the care between her visits. The teaching of health habits and demonstration of how health rules may be carried out are an important part of her daily work in the homes of her patients. She goes to rich and poor alike, caring for cases only when there is a doctor in attendance.

Beside the actual nursing care of chronic or acutely ill patients and her educational work, she may carry on any one or all of the specialized public health nursing activities or coöperate closely with other nurses in the community who are carrying them on.

Pre-natal nursing and child welfare

PRE-NATAL nursing includes the instruction and oversight of mothers from the earliest days of pregnancy, in the care of themselves and preparation for the baby; arrangement for proper care during confinement and subsequent oversight of mother and child. Such work is a most potent factor in reducing infant mortality.

An infant welfare nurse makes systematic, regularly timed visits to babies in the community, keeping a watchful eye on their progress, ready with the needed advice when they fall ill with colds, croup, bronchitis, pneumonia, or contagious diseases. During the trying periods of teething and weaning, and in the excessive heat, she gives constant oversight and is always urgent that the mothers seek advice from the physician before illness becomes acute. She holds weekly conferences when mothers bring their little ones to be weighed and examined by a doctor, and helps them understand his advice about feedings and simple treatments. She holds mothers' meetings or talks to mothers' clubs about the care and feeding of children.

She visits the children under school age whose interests are too often lost sight of in the face of the more pressing needs of the little babies. Between the ages of two and five, bones are soft and easily bent, delicate stomachs are subjected too often to the diet of adults, and indigestion develops which paves the way for far more serious disturbances later in life. Failure to care for the first teeth causes decay, resulting in increased liability to infectious disease, poor second teeth, and impaired digestion. Children are most susceptible and most exposed to the communicable diseases and the complications of the communicable diseases, such as pneumonia, weak hearts, kidney trouble, deafness, impaired vision, and tuberculosis; all these take their toll of child life and vigor to a large extent before children reach school age.

School nursing

The school nurse assists the school doctor in his medical inspection of the children. She carries home his advice to the parents of any child who is not perfectly well, explains what the trouble is and what may be done to relieve it. She instructs the child with a weak back in those exercises which will make him strong and straight. She helps a mother plan the right dietary for an under-nourished child. She seeks to remove the causes of eye-strain and headache by securing better lighting and ventilation. She holds frequent inspections of the children to discover unclean heads, decayed teeth, and other conditions which interfere with good health, good temper, and good school work. She teaches the children to work for good health at home and at school.

Medical social service

The medical social service nurse forms the connecting link between the hospital or dispensary and the home. She relieves the anxiety of both the family and the patient by frequent visits. By following patients into their homes after hospital or dispensary treatment, she can interpret the doctor's orders in such a way as to secure the best results. She is often able, in coöperation with other social workers, to remedy social conditions which have caused the illness and would prevent convalescence and recovery.

Tuberculosis nursing

The tuberculosis nurse assists the doctor at clinics, to which she has persuaded suspected cases and those who have been exposed to the disease to come. She visits clinic patients in their homes, showing the families how to carry out the doctor's orders for the care of the patient, and the protection of the rest of the family. She gives nursing care to those who are confined to bed while she is making arrangements for their removal to a hospital or a sanatorium. She follows up these patients after their return to prevent a possible breakdown, endeavors to protect the health of all who through their daily contact are exposed to the disease. Her work is educational and she must be connected with all communal activities.

Industrial nursing

The industrial nurse looks after the health of the workers in a factory, store, mine, or mill. She attends, under direction of the physician attending the plant, to the minor accidents and injuries that occur during the day's work, and also cooperates with the employers and employees in seeking to bring about the best lighting, ventilation, working hours, meal hours, and recreation facilities. She seeks to have a good food supply provided at reasonable prices. She visits employees and gives them nursing care in their homes when they are ill. She tries to bring about sanitary living conditions and a friendly community spirit.

Mental hygiene nursing

The public health nurse, because of her intimate contact with the people — with the families in their homes, the children in the schools, the normal and the abnormal — can serve most effectively in bringing about a better popular understanding of mental disease, particularly if she has had special training. The fact that she is a nurse simplifies her approach to the mental patient and his family, helping them to understand that abnormal mental states are as truly disease as any other form of illness and assisting them to secure proper medical attention. By recognizing early symptoms she can urge preventive treatment and sometimes entirely avert the actual mental break-down of a patient.

The physician in the psychiatric clinic, in most instances, has to rely entirely upon her for his knowledge of the family and environmental history of the patient — information difficult to obtain, and especially important in this form of disease as well as for the actual working-out of those adjustments with home and friends which will make it possible for the patient to remain or return there.

Special personal qualifications

In all forms of public health nursing the personality of the individual is the most important, in fact the determining factor.

The nurse has a wonderful opportunity to teach because the very nature of her work establishes a feeling of friendliness and receptivity on the part of the family she is helping. She enters a home when there is trouble there, with earnest desire to serve. She must be adaptable, for she meets a wide variety of people, working, as she does, in constant and intimate contact with practically all other social welfare agencies. She will learn something from each family or household to apply to her future work and must be ready to look to the results of other people's work for guidance. She must be tactful, patient, tolerant, and conscientious in keeping accurate records of her work. She must be ready to coöperate and know how to get along with other workers.

How to become a public health nurse

THE usual hospital course of two or three years does not fit a nurse to meet the family and community problems which constitute a large part of her daily responsibility in public health work nor does it supply the requisite knowledge of how to do practical work without the apparatus to which she has been accustomed. In addition to her hospital training, a nurse must have some knowledge of health administration and of social service. A post-graduate course will add a great deal to her probably meager knowledge of communicable diseases and the practice of preventive medicine with its problems of housing, sanitation, etc.

A growing number of universities and other educational institutions in the various States offer four months' courses as well as longer courses of eight months, both combining theoretical instruction with field work under the direction of public health nursing associations. Tuition varies from $225 down to no charge at all. Hospital training schools are realizing the importance of this new field of work and many now include in their curricula experience in public health nursing. Scholarships are available in many schools. Information relative to scholarships and post-graduate courses can be obtained from the National Organization for Public Health Nursing, 156 Fifth Avenue, New York City.

Financial return

The public health nurse is not expected to give philanthropically of her time and energy. She is a specially trained worker who is very definitely worthy of her hire. At present the minimum salary for a fully qualified public health nurse is $1200 a year; higher salaries are paid in many localities and the trend is unquestionably upward. The public health nurse observes the eight-hour day; she has a month's vacation in the summer; she has her own home, and in general lives a more independent life than the private duty nurse. Finally, she has excellent opportunities of advancement to important executive positions, the number of which is being constantly increased by the rapid advance of the public health movement all over the country. Such positions require a good educational background; for college-trained women particularly the opportunities are excellent.

Demand

The Occupational Bureau of the National Organization for Public Health Nursing reports that it has been asked to fill ten times as many positions as it has applicants. State after State has passed either mandatory or permissive laws providing for the employment of public health nurses from public funds. Legislation now pending at Washington provides for a complete reorganization of the public health administration under a Secretary of Health and will probably include a Bureau of Public Health Nursing.

It is estimated that 50,000 public health nurses are required by Federal and State legislation passed or pending, whereas there are now scarcely 8000 in the entire country.

Suggested reading

"Public Health Nursing" — Mary S. Gardner. The Macmillan Company, New York City.

"The House on Henry Street" — Lillian D. Wald. Henry Holt & Co., New York City.

"The Tuberculosis Nurse" — Ellen N. La Motte. G. P. Putnam's Sons, New York City.

"Trudeau" — An Autobiography. Lea & Fobiger, Philadelphia, Pa.

"Industrial Nursing" — Florence S. Wright. The Macmillan Company, New York City.

"History of Nursing" — Vol. III. Lavinia L. Dock. G. P. Putnam's Sons, New York City.

The library Department of the National Organization for Public Health Nursing, 156 Fifth Avenue, New York City, will supply, on request, lists of pamphlets and reprints and give other general information.

THE WOMAN DENTIST

ANNE S. WORTHEN, D.M.D.

Description of occupation

Dentistry is that branch of the medical profession which devotes itself to the care of the mouth and particularly the teeth. In its field comes, first, care for the prevention of dental disease, then treatment to check and repair dental disease, and next mechanical replacement of dental organs which have been lost through lack of success in prevention or repair, or by accident. At the present time it is subdivided into many special branches requiring special study and research.

In general practice the dentist must be prepared to interpret symptoms and decide treatment necessary. The work is divided into mechanical and operative work.

The mechanical work consists of making artificial substitutes, such as full or partial dentures, crowns and bridges, and appliances for regulating. This work is done in the laboratory and requires a natural mechanical ability and manual dexterity. It is dirty work, but interesting for one of mechanical taste.

The operative work is the work done upon the patient and includes cleaning the teeth, preparing cavities in teeth and refilling them with the different kinds of filling materials, each of which requires a different technique; the treating of diseased teeth, extraction of teeth, and preparation of teeth for various mechanical substitutes, and correction of irregularities of teeth.

Preparation necessary

PREPARATION for the practice of dentistry requires four years of training in a recognized dental college, such as Tufts Dental School, Philadelphia Dental School, and Dental Departments of many of the State universities.

Opportunity for advancement

THE opportunity for advancement lies with the individual. There is always more dental work needing to be done than there are hands to do it, and for the conscientious worker, prepared for the work, there will always be a demand for her services.

Financial return

THE financial return varies with the locality in which one settles, but the earnest worker may feel assured of earning a good living in a very interesting life. Two thousand dollars a year is an average minimum.

Qualifications for success

THE qualifications desirable for a successful dentist are mechanical ability with manual dexterity, an interest in sciences which help to interpret cause and effect in health and disease, and a personality which leads to adaptability to people.

Advantages and disadvantages

THE work offers a pleasant intercourse with people which makes life broad and interesting. It gives opportunity to help and relieve suffering, and to teach the message of prevention of disease. There is always more to learn and strive for. It is a broad field for service and brings a true reward.

Its disadvantages arise from the close confinement in an office, working closely over people's mouths, and often maintaining cramped positions which result in physical strain. There is a hard nervous strain due to the nervousness of patients under dental operation and to the fineness of the work.

The hours are possible to regulate in a measure to one's needs, although when patients put themselves in the dentist's care a responsibility is assumed to them which sometimes demands extra hours.

Supply and demand

The proportion of women in the profession is small, but each year sees greater numbers taking up the work and they are making a success. If one is earnestly looking for a work worth doing, one cannot do better than to investigate the profession of dentistry.

THE WOMAN SURGEON

DR. ELLEN C. POTTER

State Department of Health, Harrisburg, Pennsylvania

Description of occupation

The woman surgeon is not a creature of the imagination as she was seventy years ago, but is a reality. Her function is similar to that of her male colleague, but because of certain limitations in opportunity her spheres of influence and operation are somewhat more restricted.

She is a most successful laryngologist operating upon tonsils, adenoids, the nasal septum, ear, and mastoid with skill equal to that of male associates. As an ophthalmologist her surgical work upon the eye is deft and quite as successful as that of her brother surgeon, but the woman ophthalmologist is relatively less numerous than is the male.

Her great field of service, however, lies in gynæcological surgery, both major and minor, and her greatest success is to be found in the relief of surgical conditions peculiar to women. This is undoubtedly due to the fact that her opportunities for acquiring experience are greater in this field than in any other, for many women, forced to contemplate an operation upon the pelvic organs, and especially plastic work about the external genitalia, will if given the choice select the woman operator because of a sense of modesty.

In the field of major general surgery the opportunities for women to acquire experience are very limited and in consequence there are but few general surgeons among them. Where equal opportunities are available there is no reason, inherent in sex, which should bar women from this branch. Minor surgery, however, offers many opportunities and women are most acceptable and efficient in this field.

Obstetrical surgery finds many women most skillful in both major and minor procedure, the Cæsarian section, the application of high and low forceps, and plastic operations being particularly adapted to them, the smaller size of the female hand conferring a distinct advantage in much of this work.

Preparation necessary

THE preparation for surgical work whether for man or woman is rigorous. It is founded upon a standard four years' high-school course, followed by not less than two academic years of training which must include certain specified units of physics, chemistry, biology, and a modern language other than English. In addition, if time permits, a grounding in psychology, sociology, and economics will prove of great advantage.

Subsequent to this preliminary preparation there follow four years in a medical school, which school should be selected after careful study of "Getting a Right Start," a publication issued by the Council on Medical Education of the American Medical Association, 535 North Dearborn Street, Chicago, Illinois.

Briefly no one should select a medical school which is not listed in "class A" of the Council on Medical Education.

Of the "class A" schools sixty are coeducational and one is exclusively for women, the Woman's Medical College of Pennsylvania.

Following graduation from medical school not less than one year, preferably two, should be spent as an interne in a general hospital, which provides contact with a great variety of patients and which gives not only preliminary surgical experience, but a thorough training in medical diagnosis and treatment, for without such preparation one is not justified in the thought of entering upon a surgical career.

The interneship having been completed the newly fledged doctor should seek affiliation with a surgeon of reputation and in private and ward service and under the direction of the chief should gradually develop that surgical technique which makes for success.

This period of training covers many years, seldom less than five, often for a longer period. However, during that period the assistant surgeon is not only acquiring experience, but building up a clientèle.

Except in the larger cities, Boston, New York, Philadelphia, and Chicago, the opportunity for apprenticeship and ultimate advancement in surgery is not great. In the cities named, medical women are well established, are in control of one or more hospitals in each city, and in Philadelphia at the Woman's Medical College and Hospital the opportunity for advancement up to full professorial positions in the surgical branches, as well as in all others, is possible.

Women seeking surgical apprenticeship under men must as a very general rule continue to occupy subordinate positions.

Financial return

The financial returns to the successful woman surgeon are as great as they are to her brother. It is difficult to state exactly the average income, but it is safe to say that the successful woman surgeon does not receive less than $10,000 annually. The woman who combines surgical work with general practice will certainly secure an income well in excess of $5000.

Qualifications desirable for success

The qualifications which make for success are those which insure success in other fields. Capacity for hard and continuous work; infinite attention to detail; ability to assume and sustain responsibility; ability to make quick decisions and to act upon them; optimism; a sense of humor — all contribute to success.

In addition there must be a healthy body which can stand the burden of work placed upon it, there must be mental and emotional poise with "steady nerves," and there must be no tendency to skin eruptions.

The successful surgeon must acquire a thorough grounding in medical diagnosis and treatment, otherwise surgical complications as they arise cannot be successfully met. Manual dexterity is absolutely indispensable and can be acquired only as a result of infinite patience and practice.

Advantages and disadvantages

The advantages to the individual taking up surgical practice are largely those of character development to be found in the attempt to bring a difficult undertaking to a successful conclusion.

The personal contact with patients is not that which obtained with the old family doctor whose patients became really members of his own family, and to that extent the surgeon misses much in human relationships. The prolonged hours in the operating-room in the midst of ether fumes has its great disadvantages, but the compensation is to be found in the moment when one is assured that by the work of one's own hands a life has been saved.

Extent of occupation

It is impossible to state the number of women devoting themselves exclusively to surgical practice. They cannot be numbered by hundreds, possibly not by scores. Most of those who are specializing in surgery are also combining at least an amount of general medical practice.

In the smaller cities, of 20,000 or under, the woman who has acquired surgical experience and who can secure an opening in a local hospital is assured of success.

The demand for the woman doctor is far greater in obstetrics, in diseases of women, and in public health work than it is in the surgical field and the opportunity for her along these lines is without limit.

There is without doubt to-day a greater need for women in medicine than in any other profession. Only ninety-four women graduated from the medical schools of the United States last year. The deans of medical schools report demands for medical women in educational institutions, industrial plants, public health work, and in hospitals, demands by the hundred, and no candidates available to fill these posts.

A woman looking for an opportunity for great social service and for adequate compensation will find it in the many phases of medical practice.

WOMEN IN MEDICINE

ELIZABETH A. RILEY, M.D.

Description of occupation

The practice of medicine as a vocation for women is considered by the majority of the laity as an innovation of recent years. They recognize that man has labored in the medical field since the days of Hippocrates, 460 B.C., but are under the erroneous impression that it is within the past seventy years that woman has worked along the same lines.

The truth is that ever since Hygeia, the daughter of Æsculapius, was associated with her father and presided over his temple that was devoted to the sick at Epidaurus, women have never been wholly debarred from the profession; although in many countries and at various times much has been done, through prejudice, to exclude them from study and practice.

Of all the countries, Italy has been most progressive in recognizing the value of women in medical work. Other countries have had able and enthusiastic women struggling for recognition in the profession, and many have earned distinction, but Italy stands foremost in its liberal consciousness in recognizing ability apart from sex.

Although the Italian universities were never closed to women, the Italian Government, recognizing them as a national asset, in 1876 decreed that all universities should be formally opened to them.

The Countess of Cinchona, a medical woman, wife of the Viceroy of Peru, introduced, in 1640, quinine for the treatment of malaria. A Swiss woman, Madame de Hilden, was the first to remove a piece of steel from the eye by a magnet. She also planned many other operations in which her technique is followed to-day. She assisted, advised, and finally replaced her husband in his surgical work.

Madame Curie, in our own period, has given to the profession, through her discovery of radium, one of its greatest adjuncts. Each year thousands of patients are treated and cured of cancer as the result of her work.

In our own country the medical history of women begins with a tragedy. It is recorded that the first person to be executed, in the Colony of Massachusetts Bay, was one Margaret Jones, a female physician, accused of witchcraft.

There were no medical schools or medical societies in the

Colonies until just prior to the Revolution. Women studied and practiced the same as men and did quite as creditable work. Many specialized as midwives, and it was as a midwife that the celebrated Anne Hutchinson started her career.

During the Revolution the untrained and unorganized condition of the profession was revealed, and this resulted in the founding of medical schools and fraternities for the purpose of study and the advancement of medicine as a science. One of the early rulings of these organizations was to exclude women from the profession.

This condition existed more or less rigorously until 1845, when Elizabeth Blackwell, an English woman, living in New York, appreciating the need of trained medical women, applied to several medical schools for admission. Only one, the medical school at Geneva, New York, would accept her, and from this school, in 1849, she received her degree with honors. This act brought such a volley of criticism upon the faculty that it refused to admit another woman. However, her sister, Emily, received a medical degree from a Cleveland medical school in 1852.

No hospital was open to them; so, with the same superb spirit that won them their degrees, they founded, in 1853, the New York Infirmary for Women and Children. It was incorporated, and the applicants for the practical study of medicine were so many that, in 1868, the Drs. Blackwell applied for and obtained from the legislature a charter to open a medical school in connection with the hospital. "This college always stood for the highest in medical education and was the first medical school in this country, to require a three years' graded course of lectures for a medical degree. It was also the first medical school to require its seniors to attend maternity cases before graduation, and the first chair of hygiene and the first chair of pathology in this country, were established in this school."

When, in 1899, Cornell Medical School received her $1,500,000 endowment with the proviso that women be admitted on equal terms with men, the students from the New York Infirmary College were transferred to Cornell and the college closed. This was in accordance with the expressed wish of the founders, who believed that when the best medical schools were open to women it would be to their advantage to study at a coeducational college.

The Women's Medical College of Pennsylvania is another "class A" medical school that was founded by women and is now the largest medical school for women in the world. It has many splendid graduates practicing in almost every country.

The New England Hospital for Women and Children, at Boston, was founded by Dr. Marie Zakzriewska, an associate of the Drs. Blackwell, and here the first training school for nurses in this country was established.

Barring the handicap of prejudice, the great instinctive calling in the soul of woman to serve humanity not only faithfully and cheerfully but intelligently, and to the highest degree, has whetted her courage and perseverance until to-day there is scarcely a "class A" medical school or medical congress in the world that is not open to her on the same terms as men.

Medicine is preëminently the most attractive profession from every viewpoint, that is open to the college girl of to-day. Her literary and scientific training are not only necessary, but all her natural charm and womanliness are required. There is not a mental, physical, or personal quality worth while that the woman physician does not need. Good health and a cheerful, buoyant spirit are as necessary to the successful practitioner as her scientific knowledge. It is the unlimited opportunities that this profession offers for the fullest development of one's best qualities that makes one feel the joy and richness of the work.

Women were never so well qualified to study medicine as they are to-day. Their broad education and athletic lives give them a splendid foundation, and medical women, as a whole, are earning more money than women in other professions, and it is one of the few professions in which women receive the same remuneration as men.

Preparation necessary

THE Association of American Medical Colleges controls the requirements for admission to medical schools of "class A."

The candidate must present satisfactory evidence that she has attended an accredited college or university, for at least two years, as a regular student in line for a bachelor's degree. She must have had courses in physics, biology, chemistry, English and modern languages, each sufficient in amount to equal that required by the Council of Medical Education of the American Medical Association and of the Regents of the University of the State of New York.

Some colleges, such as Tufts College in Boston, have arranged a two years' pre-medical course which fulfills these requirements. A bulletin, describing this course, is issued by the college.

The medical course at all "class A" schools is four years. Many colleges and universities give a combined college and medical course of seven years, the graduate receiving both degrees.

All state universities, and with few exceptions all universities admit women to their medical schools. The following colleges admit women on the same terms as men: Johns Hopkins, Cornell, Columbia, University of PennysIvania, Leland Stanford, Rush Medical School in Chicago, Jefferson Medical School in Philadelphia, Tufts College Medical School in Boston, and Boston University.

The World War opened practically all medical schools to women. Harvard University does not yet admit women, although it has appointed a woman as Associate Professor in Industrial Medicine, and the Massachusetts General Hospital, an institution controlled by Harvard, has appointed women on its staff.

All New York public hospitals are open to women and many of the large hospitals throughout the country have appointed women on their staffs.

The woman who has obtained her medical degree and had hospital training is then confronted with the problem of choosing between a salaried position in an institution, or industry, or private practice. Each has its advantages.

Financial return

For the doctor of limited means, the salaried position is more tempting. It has the advantage of regular hours in addition to the definite income. The woman starting an independent practice may choose to specialize or do general work. In either case her return will be small at first, but the field is unlimited and ultimately her financial returns will be greater.

Qualifications desirable for success

Business ability is required in the medical profession as much as in any line of industry and the failure of many doctors to succed is due to careless business methods.

Advantages

The future holds no dull days for the student who enters a medical school. From the start, the studies are most interesting and this interest grows as clinical work and hospital practice are added, for there is no study more fascinating than the study of the human body in health and disease.

There is no monotony in the life of a physician, and, as the years pass, her knowledge and experience make her more valued in a community. There is no ennui nor chimney corner for her, for the progressive medical woman is never *passée*. Nor does the study of medicine debar a woman from matrimony and the joys of home life. Many of our eminent medical women are wives and mothers, besides having *entrée* to a delightful social and intellectual life.

Extent of occupation — Supply and demand

There are at present about six thousand women physicians in the United States, and the demand is far greater than the supply. It is the profession *par excellence* for the girl with ability who is independent financially. If she could but realize the splendid future it opens to her, she would not be satisfied to come out from college with the idea of doing only welfare work when she can qualify herself to work in a field of such unlimited and varied opportunities.

To-day much is being done along the line of preventive medicine and the study and practice of this specialty should be particularly attractive to women.

HOME ECONOMICS SERVICES

THE CAFETERIA MANAGER

HELEN E. SCRIPTURE

Superintendent, Massachusetts Institute of Technology Dining Service

Description of occupation

CAFETERIA management has developed in the last five or six years into a definite profession. The work is most interesting, as so many opportunities are afforded for precise study, and it can be definitely divided into three classes, each similar to the other, but with different requirements which govern the service:

Commercial, or the downtown luncheon problem.

Institutional, schools, colleges, Y.M.C.A., etc.

Industrial, closely connected with the welfare work among the employees of large manufacturing concerns.

The work in general is the same, the details varying with the class of patrons in regard to the kind of food required, the prices received, the problem of speed, as in a factory or school, where there is a limited hour for service.

The management of a cafeteria is dependent on the policy of whatever firm or company is responsible, and the manager is usually engaged to carry out such a policy. In a commercial cafeteria the object is financial profit; industrial cafeterias are often run on welfare lines, usually at some expense to the firm; and institutional cafeterias are expected to clear expenses without profit. In any event the occupation is all-embracing. The manager must understand her problem first, must be capable of analyzing it and organizing her forces to fit the work. She must know how to engage and direct her employees; she must understand the food markets and the buying; she must know the principles of cooking and dietetics so as to make intelligent and economical menus; she must understand finances and the elements of bookkeeping; and she must know something of building, equipment, and machinery. I do not know of any occupation more comprehensive or more affected by so many different factors than the management of an establishment which serves food to the public.

Training necessary

Training is essential for this work, as the technical details must be understood to permit of advance. Any one with capability and good ideas of managing help, combined with knowledge of housekeeping, can become a supervisor of service, or can come up from the ranks to a certain position and salary as assistant, but for the entire responsibility some sort of technical training is absolutely necessary. There are so many things you do not know unless you have studied. The best combination is the girl who has worked up from the ranks, but who realizes that without definite training she cannot get any further, and so she takes a year or two for study. She has the experience plus the training which makes for better work than the woman who has the training, but must still gain the experience. The post-graduate training, to my mind, is far the most valuable; you know what you need and are earnest in getting it, and bend every effort to get it quickly. The courses in institutional management given in the East by Simmons College, Cornell, and Columbia are excellent. The Western colleges also give good courses, but are unknown to me personally. Good work is done by the Y.W.C.A., which gives a short course (four months) and also a year's course. The School of Household Arts at the Framingham Normal School gives a four years' course. The best foundation for an executive position in this line of work is a good home training with a high-school or undergraduate course in the sciences, physics, physiology, chemistry (important), with the practical application of principles of cookery and domestic science.

Opportunity for advancement

The opportunity for advancement is the same as in any other branch of work. Faithful, intelligent, comprehensive application will count; the degree of advancement depends on the individual, and the one great quality beyond the knowledge of your work is, as always, executive ability. Large salaries are paid to executives, those who can get things organized and show results. The chances for advancement are good, and there are more positions for trained executives in this business than there are women to fill them.

Financial return

The financial return is satisfactory; most branches of the work, particularly commercial and industrial, are well paid. The institutional work is not so remunerative, as it is well known that most institutions cannot afford to pay big salaries. In that field, though, as in the commercial, the salary is commensurate with the results of the department. Executives in this work earn from $1500 to $4000. I have heard of only a few exceptional cases exceeding $4000. The supervisor, or assistant to executive, should receive $900 to $2000.

Qualifications desirable for success

First, a natural housekeeping instinct — the desire to serve good food, well cooked and attractive, in a clean place. For this there is nothing better than a good home training. Girls brought up in a good home with a careful mother's teaching make the best supervisors. Nothing will take the place of this early teaching, for a girl not naturally neat and without the home instincts will never make a complete success. This is essentially a woman's work. Next, a good disposition — cheerful, not sulky, patient and agreeable, yet forceful and tactful. Nothing is so trying as the serving of food — particular guests on one hand, and the clamoring of unreasonable help on the other, never-ending details to be planned and settled, and wrongs to be straightened out. Other qualifications, knowledge of your work, tact in handling employees, shrewdness and foresight in buying, financial details, etc., can be cultivated and acquired by study of your problems and by experience. But the natural qualifications are more essential in this than in any other line of women's work. Once a careful housekeeper, always one.

Advantages

THE question of advantages is always variable. What may be of advantage to one woman will not be to another. Few cafeterias offer positions where living is furnished, as it is to hospital dietitians or club managers. This, to my mind, is a distinct advantage. You can go home, get away from your work, get the fresh air and recreation over Sunday, where a residential position means twenty-four hours on the job. And yet many women prefer to live where they work. The advantages of contact with others, of coöperation, are manifold; you are bound to have the rough edges worn down, and must learn the lessons of give-and-take. There are many opportunities, also, for study of economic conditions and labor problems, through the necessity of understanding the laws of supply and demand. Unless one is energetic about out-of-door exercise, the work is confining; the effort toward regular exercise must be deliberately made. However, almost any work is confining, and the question of exercise out of doors must be settled by the individual for herself. There are many unpleasantnesses connected with the business; always upholding standards of cleanliness, always keeping people to their work, always complaints from the help, and very seldom a word of commendation. When food is good and well served the public take it for granted; it is only when something is the matter that you hear about it.

Extent of occupation

THE demand for competent managers is greater than the supply, although there are a great many floating workers who will never make executives or even really capable assistants. The future, however, is almost unlimited for managers, as cafeteria management is now recognized as a woman's work, and is becoming more and more closely associated with schools and colleges, and with all welfare and industrial work. The measure of service to society is really great; good food and clean living are always factors toward uplift. This may be especially demonstrated in factory and school work.

Suggested reading

THE reading list applying directly to cafeteria management is distinctly limited. All auxiliary subjects such as the sciences contributing to the knowledge of growth of food materials, buying, preparation, use and nutritional qualities of food are all good, and can be found in any library. The following list is specific and may be recommended:

All bulletins issued by the Home Economics Department, Bureau of Agriculture, Washington, D.C.

All publications of the "Home Economics Journal," Baltimore, Md.

All publications of "Hotel Monthly," John Willy, 443 South Dearborn Street, Chicago.

Bulletin of the National Association of Corporation Schools, 130 East 15th Street, New York City.

"Lunch Rooms for Employees" — Anice L. Whitney. Monthly Review, U.S. Bureau Labor Statistics.

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Other publications of the Industrial Service Section of the Emergency Fleet Corporation.

CANNING AND PRESERVING OF HOME PRODUCTS

MELITA CRAWLEY

Description of occupation

The canning and preserving of one's own farm products is a vocation open to women which will prove both interesting and profitable; interesting in that it provides an opportunity for outdoor as well as indoor work and profitable in that there is a growing demand for products of this nature.

Such an occupation means the raising of vegetables and fruits suitable for canning purposes, the selection and gathering of these products at the right age for canning, the quick handling from time of picking until placed either in preserving kettle or jars, and the exercising of much care in the cooking or processing until the jars are finally sealed.

The actual work to be done must start with a thorough preparation of soil and fertilization of same, careful selection of seeds or plants, constant cultivation of growing crops, control of insect pests and diseases, careful selection in gathering and grading, thorough cleanliness in preparing the jars and products for the jars, and in bottling and labeling. Selection of uniform, attractive jars and labels also is a very important part of the work, as the attractive appearance of the product is a large factor in selling the article, but even this will not sell the article to a customer a second time, if quality is lacking. Some record should be kept throughout the work so that the cost of production may be estimated, in order that a price fair to the producer and consumer may be charged for the finished product.

Preparation necessary

It depends largely upon the woman undertaking the work as to the preparation and training necessary. Some women are naturally very skillful in the canning and preserving of vegetables and fruits, and by reading and studying along these lines and keeping in touch with the newest methods as outlined by the Department of Agriculture at Washington, they would undoubtedly be successful without taking any special courses. For the out-of-door work, better results would be obtained from some special study, as women are not by nature as good farmers as cooks, though, of course, there are exceptions to the rule.

The State agricultural colleges offer women a fine opportunity to study along these lines. A regular four-year course can be taken, or, if one is unable to spend as long a time in preparation, there are the winter courses of usually ten weeks, also summer courses of six to eight weeks, in which more practical work can be done. For the woman who is unable to attend even the short courses there are correspondence courses on all the subjects pertaining to such an occupation.

The School of Horticulture for Women at Ambler, Pennsylvania, also offers either a three-year complete course or short courses at different seasons throughout the year. Pratt Institute, Brooklyn, and Drexel Institute, Philadelphia, offer courses in canning. A woman taking a regular academic course at college first would be benefited by the courses in the different sciences. Some system of accounting or bookkeeping should be studied.

Opportunity for advancement

THERE is every opportunity for advancement in work of this nature, if one maintains the good quality of one's products, thereby gaining new customers and each year increasing the output.

Financial return

THE financial returns the first two or three years will not equal the output under ordinary circumstances. As in any other business, it takes some time to become established and build up your trade, to find out from experience what the best selling products are and to work out the problem of buying seeds, fertilizers, glass, sugar, and other supplies to the best advantage. When this period is passed there should follow a period when the financial returns would prove very satisfactory and enable one to live well and have capital enough to increase the business each year, thereby increasing the profits.

Qualifications desirable

An interest and liking for out-of-door life, a natural skill in canning and preserving, resourcefulness, the ability to stick in spite of discouragements, and good health are qualifications very desirable for success.

Other qualifications desirable which may be acquired by study and training are skill in gardening and canning, knowledge of business methods and handling of money to the best advantage and the ability to approach a customer in a pleasing and businesslike way.

Advantages and disadvantages

The advantages of such an occupation are the opportunity for an outdoor life for at least part of the time, a work in which there is so much new and interesting to learn and observe that it never becomes merely mechanical, and at least two months in the year when one has the time and freedom from work to study or for recreation.

The disadvantages are that enough money must be made during the working months to carry one through the year, the extremely busy life one must lead during July, August, September, and October especially, when fruits and vegetables have to be handled quickly, and the long hours one must work during these busy months.

Demand

With the scarcity and high cost of sugar and the natural decrease in the amount the housewife puts up of fruits, jellies, and jams, the demand for strictly pure, home-made goods has been increasing each year. There is an increasing demand each year for vegetables in glass, when the customer knows the vegetables have been grown and canned on the same farm with as little loss in flavor and quality from the fresh product as possible.

Reading

THERE have been many bulletins printed by the Department of Agriculture, Washington, pertaining to canning and conserving of foods the last three years which will be very helpful.

"The Principles of Jelly-Making," by N. E. Goldthwaite, University of Illinois Bulletin, vol. XI, No. 31, is an excellent article on jelly and jelly-making and can be obtained from the college on request.

"Agriculture," vols. 1 and 2, by Brooks; "Vegetable Gardening," by Watts; "Fruit-Growing," by Sears; "Insect Pest of Farm, Garden, and Orchard," by Sanderson, are all excellent books to have for reference and study.

THE DIETITIAN

LENA F. COOPER

Dean, Battle Creek Sanitarium School of Home Economics

Description of occupation

THE scientific feeding of human beings has received very little attention until recent years. Research work along food and nutritional lines the past fifteen years has demonstrated so clearly the need of balanced rations for human beings as well as especially regulated dietaries for corrective measures, that hospitals and the medical profession have come to realize that the dietaries of sick people should be regulated by nutrition experts. Other institutions designed for well people have also come to realize that trained women are needed to keep their people well. These needs have been met in the person of the dietitian.

Nutritional work for well people, which might be termed preventive, leads to such positions as food supervisor of dormitories, director of commons, director of school lunch-rooms, Y.W.C.A. and Y.M.C.A. lunch-rooms, cafeteria manager, and director of factory lunch-rooms.

The work for sick people embraces such positions as dietitian in hospitals and sanitaria, consulting dietitian in nutrition clinics (connected usually with hospital dispensaries), and dietitian for nutrition classes in public schools. The visiting dietitian, as a social worker, may cater to the well or to the sick.

The hospital field furnishes employment to the majority of dietitians, it being the older phase of the work and the phase which one usually has in mind when speaking of the dietitian. There are three types of dietary work represented in the hospital field, namely, diet kitchen supervision, hospital food supervision, and food and household supervision.

The work of the first type, that of the diet kitchen supervisor, usually comprises the following duties: planning and supervision of all special and weighed diets and nourishment; catering to private patients; ordering supplies; supervision of the preparation and serving of all food prepared in the diet kitchen; supervision of the cleaning in diet kitchen; teaching of dietetics, foods, and cookery to nurses. In this type of position the dietitian is usually responsible to the superintendent of nurses and is ranked as a member of the faculty of the nurses' training school. This type of work is especially well adapted to the inexperienced dietitian who may use this as a stepping-stone to a broader field — that of supervisor of the entire food problem of the hospital.

This second type of dietary work includes not only supervision of the diet kitchen, in which much of the responsibility of said kitchen will be passed over to assistants, but the following duties as well: Planning menus for the household, including staff, nurses, domestic help, and patients; taking entire charge of kitchen, serving-rooms and dining-rooms;

hiring help in her departments; buying of the food (this she may or may not do), checking up the bills of the departments; teaching the nurses. This type of dietitian is usually responsible to the superintendent of the hospital and is considered a member of the staff. Her work is largely administrative or managerial. For the experienced woman this type of work is preferable to the first type.

The third type, that of supervisor of not only the food department, but of the household department as well, is usually known as dietitian-housekeeper. Such a person is also responsible to the superintendent of the hospital. This type of work is entirely managerial and is common to the small hospital where supervision of the food work does not require one's entire time. In addition to the supervision of the dietary departments, she will have the following duties: supervision of all household cleaning; supervision of laundry (if done on the premises); looking after the linen, including the mending; employment of domestic help.

In some of the larger hospitals a visiting and consulting dietitian is employed in connection with the out-patient work. Such a dietitian is, of course, also considered a social worker.

Preparation necessary

The preparation for the vocation of dietitian, it is quite obvious, must require a thorough foundation in the sciences, including physiology, bacteriology, and chemistry. These subjects are doubly important to the dietitian working with sick people. A thorough knowledge of foods and food preparation is absolutely essential. Such administration courses as buying, institutional cookery, and institutional housekeeping should also form an important part of the course. Social science is particularly desirable for those who wish to do social work. Such a course should comprise at least two years of intensive training. A four-year course, in which general educational subjects are also included, is, of course, desirable. What is better still is a graduate course of from one to two years in addition to a regular college course, in which event it is desirable that the student specialize in the above-named sciences, sociology and economics, leaving the food and administrative courses to the special school. A very convenient arrangement for those who feel that they cannot spend more than four years in preparation is to spend at least two years in a special school, after which time two or more years can be spent in practical work in an institution, then returning to college to complete the work required for a degree.

Schools giving training

SCHOOLS specializing in this type of training are as follows: Teachers College, Columbia University, New York City; Simmons College, Boston; University of Illinois, Urbana, Illinois; Drexel Institute, Philadelphia; Stout Institute, Menomonee, Wisconsin; Pratt Institute, Brooklyn; Mechanics Institute, Rochester, New York; The Battle Creek Sanitarium School of Home Economics, Battle Creek, Michigan. A number of other schools are also giving strong courses in institutional management, many of whose graduates served as dietitians in the Army and Navy during the recent World War. This includes such schools as Ohio State University, Columbus, Ohio; Lewis Institute, Chicago; Temple University, Philadelphia; University of Minnesota, Minneapolis; Iowa State College, Ames, Iowa; Cornell University, Ithaca, New York; Framingham Normal, Framingham, Massachusetts; Kansas Agricultural College, Manhattan, Kansas; University of Chicago, Chicago; University of Wisconsin, Madison; University of Washington, Seattle. There are other universities and colleges which are rapidly introducing institutional courses.

Opportunities for advancement

THERE are always opportunities for advancement in any pioneer work. So far the work of the dietitian may be said to be pioneer, even though the work is sufficiently well known to be considered an essential part of many institutions. The dietitian has only merely penetrated the medical field; likewise the commercial and social fields. A sufficiently good beginning has been made, however, along all of these lines to indicate the progress that will be made within the next few years. There is every reason to believe that the work of the dietitian will, in the very near future, be linked up in a more scientific way with the metabolism work of hospitals and also with that of practicing physicians in their private work. The consulting dietitian, as a diet expert, to whom physicians will send their patients for instruction, is a possibility of the very near future.

As a vocation the institutional work pays very well, as board, room (and sometimes laundry) are usually included as a part of the compensation. At the present time salaries range from $900 per year, with maintenance, to $2500 per year and maintenance. Usually from two to four weeks' vacation, with pay, is given the dietitian.

Qualifications desirable

The qualifications desirable for success are: tact, judgment, dignity, executive ability, patience, and "stick-to-it-iveness." Youthfulness and youthful appearance are somewhat against the beginner. Good training, supplemented by practical experience, under the direction of a well-qualified person, is essential to the development of skill and self-confidence, which must also characterize the successful dietitian. Above all, one must be able to coöperate harmoniously with other departments.

Advantages and disadvantages

Every occupation has its advantages and its disadvantages. The chief disadvantage of the dietitian's calling is that her hours are likely to be somewhat long, This is usually, however, a matter of management on the part of the dietitian. Another disadvantage to some is that one must be on one's feet most of the time. Some of the advantages are that the dietitian usually has at least two hours off in the afternoon when she can get out into the open air for recreation and rest. There are also so many varieties of the work that one may choose something to her own liking. One of the greatest advantages is the consciousness that one is filling a very much-needed place and is able to relieve and prevent suffering.

Supply and demand

The war gave a great impetus to the work of the dietitian. Dating from a few months after the entrance of the United States into the war, there has been more of a demand for trained dietitians than the training schools can possibly meet. One college official recently stated that they had had at least six calls for every dietitian they were able to turn out. It is believed that the demand will increase owing to the increased interest, on the part of not only the medical profession, but the public as well, in foods and nutrition. While there are no statistics available to show the number of dietitians now connected with institutions in the United States, it is believed that some idea may be gained from the number who enrolled with the American Red Cross during the war — something over 2000 registered with that organization, although a portion of them registered for teaching service only. More than four hundred served with the Army or Navy during the emergency. It is true that not all of the dietitians enrolled with the Red Cross, but it is known that the majority did do so. This number compared with the vast number of hospitals in the United States would indicate the large field there is for hospital work alone, for almost every hospital ought to have a well-trained dietitian. Thus far the East leads in the call for dietitians, although the Central West and Western hospitals have made a beginning in the demand for them.

THE DIRECTOR OF A CLOTHING CENTER

ADA F. BLANCHARD

Director of Clothing Information Bureau, Boston

Description of occupation

THIS work is the directing of a community center which is organized for the purpose of guiding public thought and training in textile and clothing matters vital to the consumer.

A system of education is rapidly developing throughout the country for the purpose of teaching the people in both rural and urban communities about the various phases of the important subject of textiles and clothing. The desire and demand on the part of consumers to know more about the making and selecting of clothes and to better understand conditions governing their cost have opened the way for specialists on clothing and textile problems to extend their knowledge to the buyers of the country. In order to extend this instruction, the organization of centers for clothing information becomes a part of the educational system.

It is the business of the director of such a center to keep in touch with all phases of the work in the home and in the commercial world, to gather and put in available form information from all sources, to devise ways and means for guiding the trend of public opinion, to arrange for the instruction of those who desire it, and to so organize that the center becomes an essential unit for the service of the community.

A clothing information bureau offers guidance in the problems of thrift, health, and intelligence in buying. It is organized for the purpose of training the consumer to use intelligence as a buyer, to realize her influence on costs and conditions, to become thrifty as a manager, and to understand the relationship of health and efficiency. This guidance in clothing problems is a new community service and is extensive in scope. The following topics suggest the kind of reading matter that will be helpful in preparation for such work:

Selection of fabrics and garments.
Testing of fabrics.
Textile manufacturing processes.
Substitutes and adulterations.
Legislation for textile and clothing trade.
Raw material supply.
Clothing and health.
Standardization of dress and dress fabrics.
Shopping problems of the consumer.
Training for store service.
Development of home-making schools.
University extension work with home-makers.
Influence of the consumer on costs and condition.
Clothing Information Bureaus.

Training necessary

It is advisable for adequate preparation to study the textile and clothing courses as given in the Home Economics Divisions by schools like Simmons, Chicago University, and Teachers College at Columbia University; to make a study of economics as the subject relates to the consumer in the home; and to study community center organization as given in courses at schools of philanthropy. Experience in teaching textile and clothing subjects and in organizing for community welfare is essential.

The length of time for training depends upon the background and spirit of the individual. Two years of training is the usual minimum professional preparation for the college graduate. A person who has had experience in the home in handling the clothing problems of a family, or one who is familiar with welfare organization, or who has commercial understanding would be able to prepare in a shorter time. If possible to plan courses which will lead to the position of director, the following are advisable: undergraduate courses in textile chemistry, textile crafts, sewing, principles of pattern making, alteration, design applied to clothing and textiles, color applied to clothing, processes of manufacture of textiles and clothing, economic buying, household accounts, economics, community civics.

Supply and demand

As new bureaus are established directors will be needed. This is a new field open for development and offers opportunity for advancement from director of a small bureau to director of a larger center, and also to positions of leadership in governmental work in the States Relations Service.

There is a steadily increasing demand in all parts of the country where community interest and progressive schools are to be found. At present the number of directors is limited. Various phases of the work, however, are being taken care of by rural and urban home demonstration agents and leaders. In the State of Massachusetts there is a rural State leader, two rural assistant leaders, eleven county home demonstration agents, and five urban home demonstration agents. Other States are doing the same kind of work.

Financial return

The financial return in 1920 can be estimated at from $1200 as a minimum to $2500 and upward, as the center increases in service to the community.

Qualifications desirable for success

A person entering this division of service should possess a natural human interest, should have the qualities required for good teaching, should have ability to organize and execute, and should be an enthusiastic leader. The work being educational and ethical in nature, includes the teaching of girls and mothers who have missed school training, working with interested women, and studying vital human problems, and is a very agreeable occupation for those who wish to use their training in service and for earning a livelihood.

EXTENSION WORK UNDER SMITH-LEVER ACT

EDITH C. SALISBURY

States Relations Service, United States Department of Agriculture

Description of occupation

HOME demonstration work is the name applied to that modern type of extension work with women which implies the organization of the women of a locality for the definite purpose of improving housekeeping practices and solving the everyday problems of home-making, especially those common to the rural sections, with the assistance or under the guidance of a trained worker who is termed the "Home Demonstration Agent." This trained worker is coöperatively employed by the State Agricultural College and the Department of Agriculture, whose joint representative (agent) she is in the county in which she is at work. Her salary and expenses are usually paid from Federal, State, or County funds. The programme of work which this demonstration agent undertakes in a county is determined by the immediate needs of the people, by whom it is suggested and developed.

Through the work of the home demonstration agent a tremendous service has been rendered during the last two years to the women of America, more than a million and a half of whom received definite and practical assistance. While a provision of the Smith-Lever Act contemplates an agent in every agricultural county, this worker is employed only as there is demand from the people in the county for her service and when some part of her salary and expenses are assumed by the local people. There are at present approximately one thousand agents employed in the United States. The Federal and State plan of organization for this form of extension work includes a leader of home demonstration agents with headquarters at the State Agricultural College, home demonstration agents in all counties, fulfilling the requirements for support and coöperation, and a trained supervisor for each ten to twelve counties in which agents are at work. Two kinds of training are needed in home demonstration work: first, technical training; second, ability to develop leadership through organization. In the case of the State leader of home demonstration agents, administrative ability is important.

The special duties of a home demonstration leader are advising with the home demonstration agents regarding their special activities, and the development of such projects as may be adopted in the programme of their county, bringing from county to county methods that have proved successful in the work of the agents; keeping in touch with other State organizations with a view to maintaining full efficiency without the duplication of efforts. Where desired by the people of a county the leader will present plans for home demonstration work and the necessary budget to the county commissioners. Through her contact with the Department of Agriculture the State leader will be able to bring to the counties in her State the best methods for work that have been developed in other States.

The duties of the agents are similar to those of the leader except that her efforts are concentrated on the needs of the people in one county. She advises with the people regarding activities which are included in the programme; seeks to develop leadership among the people; demonstrates principles and methods that are applicable to the conditions of her county and encourages the women to coöperate with her as demonstrators in their homes of these methods and principles, with a view to improving general housekeeping practices. The home demonstration agent is responsible to the leader at the State Agricultural College and through her to the Department of Agriculture for results that are to be obtained from the demonstrations that have been established in the counties.

Preparation or training

The home demonstration leader is a college graduate preferably having special training in home economics and several years' practical experience in extension work with women. Because of the nature of her work it is desirable that she be a woman of mature years.

The home demonstration agent requires adequate technical training combined with tact and teaching ability. It is desirable that while usually a college graduate, she should have had special training in home economics, and a background of experience in practical housekeeping. Her home economics training may well be supplemented with a special course in journalism, public speaking, and the fundamentals of such subjects as gardening, poultry-raising, beekeeping, etc., and such other subjects as are closely allied with the home industries of American women.

Schools at which training may be obtained are agricultural colleges in the United States which offer home economic courses and courses in the other subjects above mentioned. Several of the leading educational institutions in the country are offering special courses in extension methods during the summer sessions. Among these may be mentioned Cornell University, University of Illinois, University of Ohio, Oregon State Agricultural College, and Teachers College, Columbia University.

Opportunity for advancement

HOME demonstration agents may be advanced to State leader of home demonstration agents. Leaders may be advanced to the position of assistant or vice-director of extension.

Financial return

FOR State leaders of home demonstration agents, minimum, $2000; maximum, $4000. Home demonstration agents, minimum, $1200; maximum, $3000.

Qualifications

NATURAL: interest in people, sympathy, optimism, patience, and abundance of good health. Acquired: teaching ability, and ability to organize and develop leadership.

Advantages and disadvantages

THERE is no type of educational work which presents greater opportunity for the development of the individual worker, whose vision, interests, and sympathies are constantly being broadened with the development of her work. The contacts which she is required to make with people of varied types and interests are also advantageous whether as leader or agent. The work requires a great amount of travel and change of environment.

The disadvantages are: irregular and long hours required in attendance at night and day meetings, and in travel; constant demands for service and a programme of work which offers unexpected developments and makes unusual demands on time and strength.

Extent of occupation

THERE are approximately one thousand extension workers in the United States. There are positions to be filled as soon as suitable workers can be found. The demand is not restricted to any particular locality. Future demands will be greater as the results of the work become more apparent.

Suggested reading

Agricultural Year-Book.
Annual Report of the Director of States Relations Service.
Report of the Secretary of Agriculture.
Reports of Extension Officers of States Relations Service.
State and other Extension News Letters.
Farmers' Bulletins, and current books on home economics and allied subjects.

EXTENSION WORK IN HOME ECONOMICS

ALICE M. BLINN
New York State College of Agriculture

Description of occupation

Extension work in home economics as defined by present practice is a branch of the extension service of the United States Department of Agriculture as established by the Smith-Lever Act. The work is carried on by the Federal Department of Agriculture coöperating with the State Colleges of Agriculture, the State Departments of Agriculture, and local county and community organizations for the improvement of living conditions as they relate to food, clothing, shelter, and those social features which affect the home and the community.

Under this system approximately one thousand home economics extension workers are now employed in the United States. There are positions now waiting to be filled as soon as suitable workers can be found. The demand is not restricted to any particular locality. Future demands will probably be greater as the results of the work become more apparent. Promotion from county to state or college positions is possible and usually depends upon ability, experience, and success in the first field of endeavor.

Positions are available for the following types of work:

Home demonstration agents or assistants. The county home demonstration agent is the trained worker employed coöperatively by the organizations mentioned and the particular county organization by which she is engaged. The programme of work which a home demonstration agent undertakes in a county is determined by the immediate needs of the people and is usually in accordance with the programme of work offered by the State College of Agriculture.

The State leader has general supervision of the home demonstration work of the agents in her State. The State leader also presents plans for the organization of demonstration work in counties desiring to undertake this work, to the county commissioners or supervisors.

Specialists in home economics. Every State college carrying on extension work employs home economics specialists. As extension work is developed, specialists in foods, nutrition, clothing, household management, health, and in some of the Southern and Western States specialists in poultry and dairy, are employed. The specialist must be a woman highly trained in her subject who can lecture, demonstrate, or hold clinics or conferences on her subject at meetings arranged either by college or county agencies.

State and Federal positions. A final promotion in the extension field may place one in the State college as director or vice-director of extension in home economics or in the Washington offices as a chief or an assistant in the organization of methods and subject-matter for the work in the various States.

Junior home economics extension leader or assistant. For those who have special aptitude for work with boys and girls positions are open as State leader of boys and girls club work or as an assistant to this position, or as specialist in either the organization or the subject-matter relating to this work.

Administrative positions. The extension offices of both the State colleges and the Federal Government offer administrative positions which are often filled by promotion.

Editorial positions. In addition to the positions listed above several State colleges employ a trained woman to take charge of the preparation of bulletins, press material, and other printed material which form an important branch of the extension service.

Qualifications

QUALIFICATIONS for extension work in home economics should include a college training in home economics, a four years' college course, or its equivalent, with specialization in home economics, practical housekeeping experience, experience and training in office administration, ability in organization, ability to speak in public and to write for the press, coupled with tact, a pleasing personality and good health. Courses in journalism, sociology, psychology, and rural organization are desirable additional training.

Financial returns

Salaries in county positions range from $1200 to $2700 with traveling expenses; in college and state positions from $1800 to $3200.

Advantages and disadvantages

No type of educational work presents greater opportunity for the development of the individual worker, whose vision, interests, and sympathies are constantly being broadened with the development of her work. However, constant demands for service and a programme of work which offers unexpected developments make unusual demands on the time and strength of the worker.

Reading

Further information on extension work in general may be found in the Agricultural Year-Book, the Annual Report of the Director of States Relations Service, the Report of the Secretary of Agriculture, Reports of Extension Officers of States Relations Service, State Extension News, and Farmers' Bulletins. Current books on home economics, rural organization, and rural sociology offer stimulating reading.

THE HEALTH INSTRUCTOR IN FOODS

ALZIRA WENTWORTH SANDWALL

Health Instructor in Foods, Massachusetts Department of Public Health

Description of occupation

The purpose in creating the position of health instructor in foods was to stimulate the people to a full realization of the close relations of food to health and to increase the health and efficiency of the people by bringing clearly before them simple facts regarding food and its relation to health. Part of the work of an instructor comprises the following:

1. Food exhibits depicting proper foods for children. These exhibits are used in connection with child welfare exhibits.
2. Sets of lantern slides are often prepared for use in lectures to children. They have also been used successfully in lectures to adult audiences.
3. Sets of small posters are often prepared showing daily health habits for children with special reference to food.
4. The following articles on food have been written in connection with the work done in Massachusetts and distributed in numbers ranging from 4000 to 65,000:
    1. Food, What It Is and What It Does.
    2. Food and the Calorie.
    3. Certain Dietary Essentials.
    4. Tissue-Forming Foods.
    5. Fats and their Value in the Diet.
    6. Simple Facts about Digestion.
    7. The Carbohydrates.
    8. Food for the Child.
    9. The Value of Minerals in the Diet.
    10. Diet Slip 1-2-3.
    11. Food Rules for School Children.
    12. The School Lunch.
5. Lectures are given reaching all types and classes of people.
6. Surveys of the States, to ascertain just what is being done along the lines of food and nutrition, are carried on in many sections of the country.

Preparation or training necessary

THE training should include a college education with additional work in a school of home economics specializing in dietetics.

Financial return

THE position is so new that the standard for salaries has not yet been established. The average ranges around $1800.

Qualifications desirable for success

GOOD health, sense of humor, executive ability, ability to meet people easily, tact, personal magnetism, imagination, good speaking voice, thorough understanding of science of nutrition in all its phases, skill in writing, skill in speaking, skill in planning lantern slides, charts, and posters.

Advantages

OPPORTUNITY to meet and work with those actively interested in nutrition and health problems of the day; opportunity to travel.

Disadvantages

WHEN in the office the hours are from 9 to 5. As there is much field work, such as exhibits, lectures, etc., the hours are often long and irregular. Because of irregular hours, lectures, etc., it is impossible to make definite plans for personal social life.

Extent of occupation — Statistics

As far as I know the only other position similar to that of health instructor in foods is that occupied by Miss Mary McCormick, of New York, as director of nutrition for the New York State Department of Education. I think there is a bright future for this type of work.

Suggestive reading

BOOKS on nutrition, especially those relative to new discoveries and theories.

Books on diet in special disease.

Books on diet for children.

"Journal of American Medical Association."
State Health Bulletin.
"The Modern Hospital."
"American Journal of Public Health."
Publications from Children's Bureau at Washington.
Publications from Health Organization. (Child Health Organization, New York.)
Publications from National Child Welfare Association.
Publications from Modern Health Crusaders.
Publications from United States Public Health Service.

THE HOME DEMONSTRATION AGENT

LAURA COMSTOCK

State Home Demonstration Leader, Massachusetts

Description of occupation

HOME demonstration work is extension teaching of home economics. The work is given in a community and not as a part of a regular school curriculum.

Actual work done

PLAN of county organization:

(a) Community committee meetings are held for the local committee to determine its programme of work. The following are some of the subjects which may be considered:

1. Series of lecture-demonstrations in nutrition.
2. Organizing a nutrition clinic.
3. Starting a school lunch.
4. Forming a clothing efficiency group.
5. Keeping household accounts and having meetings to analyze these.
6. Studying household equipment.
7. Kitchen efficiency.
8. Some health or sanitation problem.

This community meeting is usually held in coöperation with the other members of the Farm Bureau staff; in many counties it consists of an agricultural agent, home demonstration agent and boys' and girls' club worker.

(b) Local leaders are selected by the committee to lead these projects.
(c) The home demonstration agent meets the local leaders and helps them to make plans for carrying out the project.
(d) Home demonstration agents train local leaders and home demonstrators so the work can be given without the presence of the home demonstration agent.
(e) Coöperation with other agencies to promote allied projects.

Preparation or training necessary

By far the greater number of home demonstration agents have been trained in the home economics courses in the colleges and normal schools. The most successful have been those who have had some experience, such as teaching, before they begin this work.

In addition to the home economics courses offered in colleges, specific training may be secured at Cornell University, Ithaca, New York; Teachers College, Columbia University, New York City; University of Illinois, Urbana, Illinois, and University of Wisconsin, Madison, Wisconsin.

The undergraduate training course is one of four years. During summer vacation, requirements should be made for experience along such lines as entire management of a home, tea-room management, or assisting home demonstration agents or junior club workers.

After graduation two years' experience in teaching or organizing a piece of work which requires contact with many people. If a graduate course is to be taken, a well-balanced home economics course in the junior and senior years should be taken in preparation. Home conditions must be the underlying thought of all courses. Courses in sociology, economics, education, and physical education should be incorporated at some time in the training.

Opportunity for advancement

The following are some of the opportunities which are available to-day:

Small county. For a first position it would be well for a candidate to secure work in a small county where community organization is not so difficult.

Large counties. Large counties where organization of community projects, training of leaders, and follow-up work is more difficult.

State leaders, etc. State leaders, assistant State leaders, and State specialists require different characteristics.

Teachers in schools and colleges. Teachers in schools and colleges which will offer courses for training home demonstration agents.

Federal workers. Federal workers in United States Department of Agriculture.

Financial return — Minimum and maximum

In Massachusetts, $1500 to $2700. In other States about the same.

Qualifications desirable for success

Pleasing personality, love of people, tact, good health, orderliness, leadership, sympathy, executive ability, skill, alertness.

Advantages

The development of leadership, organizing ability, broader interests, human interest, out-of-doors, realization of helping some one to live better.

Disadvantages

Long hours; occasional evening appointments; compared with teaching, short vacation; lack of time for social life.

Extent of occupation — Statistics

There are home demonstration agents in each State. A conservative estimate at present is five hundred home demonstration agents. The demand for home demonstration work is growing.

PREVENTIVE WORK THROUGH DIETETICS IN SOCIAL SERVICE

LUCY H. GILLETT

Dietetic Bureau of the League for Preventive Work

Description of occupation

The aim of the dietitian in the social field is to help the social workers or nurses with food and budget problems in connection with their work. It deals especially with families in which there are under-nourished children. The functions of the worker are to determine needs of any given family in terms of dollars and cents, to help the family to adjust food expenditures to incomes, to help the family to spend its money to best advantage, and to advise mothers how to feed the children so as to keep the healthy ones healthy, or to build up those below par.

The work is done by well-trained women who understand the economics of the food problem, diet in disease, and the characteristics of the diet of different nationalities. They work through conferences on general subjects with groups of social workers or nurses; through individual conferences about individual problems; through nutrition classes for children in connection with some medical agency; and through workers who go into homes to work directly with the mother and the children.

One of the most important parts of the work is the preparation of leaflets and charts suggesting:

a. The basis for estimating the amount of money necessary to feed the family with suggestions as to the best ways of spending it.

b. The relative value and economy of various foods.
c. Proper food for children of different ages.
d. Diets for special conditions, etc.

Preparation or training necessary

People who wish to take up dietetics in social work should be graduates from a school of recognized standing in home economics with thorough training in the preparation and buying of food, nutrition, and sanitation. They should have had actual experience in doing the work required of a housekeeper.

At Simmons College, Boston, and Teachers College, New York City, it is possible to get a combination of home economics and social work training. The following alternatives are suggested:

Four years' training in home economics including courses in social work.

Four years' training in home economics plus from one half to one year's training or experience in social work.

Three years' training in home economics plus one year's training or experience in social work.

Other suggestions for those already trained in home economics:

Three months' apprenticeship as field worker for some social agency.

Summer session course in the application of nutrition in social work.

Opportunity for advancement

Positions are available for consultants or field workers in connection with relief organizations, district nursing organizations, baby welfare centers, tuberculosis associations, home service of the American Red Cross, social service departments in hospitals and dispensaries, schools, boards of health, and other similar organizations. There are also executive positions requiring the direction of work for several organizations as at the Dietetic Bureau in Boston or the Visiting Housekeepers' Association in Detroit, or where one organization has a large number of nutrition workers as at the Association for Improving the Condition of the Poor in New York City.

Financial return

THE better the training the better the opportunity for advancement. Salaries range from $1200 to $3500 and over.

Qualifications

QUALIFICATIONS desirable for success are a natural tact and ability to convince others to form proper habits, earnestness, perseverance, enthusiasm, optimism, and the ability to coöperate with other people. One must be physically strong.

In addition to a knowledge of her own subject, one should have acquired a knowledge of social agencies and social problems, family problems and possibilities of solution, and be familiar with family budgets.

Advantages

THE work gives one a chance to deal with people and with real problems. The worker takes to people, who could not otherwise get it, information that helps them both physically and financially. The work gives one a feeling of working with a fundamental, for it helps to build up the health of the child. Good health is fundamental in constructive social work.

Disadvantages

THE work requires an expenditure of much nervous and physical energy and is therefore impossible for some. Results are frequently slow in becoming evident and may therefore be discouraging. It may be depressing for others to come in contact with much suffering that one is not able to relieve.

Extent of work

THE work is still in its infancy, but the need for it is spreading rapidly. The outlook is promising. The demand for the right people — people who have desirable qualifications — is beyond the supply.

The requests for workers come from the larger cities. The work has developed more rapidly in the East than in the West.

THE RESTAURANT MANAGER

MARY LOVE

F. and R. Lazarus & Company

Description of occupation

The restaurant manager is one who assumes the entire responsibility of the success of the restaurant.

Its success is based upon the quality of its food and service, and both of these are the direct fruits of the organization. If it is a new restaurant, the manager must organize it. If it has been doing business before, the manager must as a rule reorganize it, and in most instances the latter is the harder task.

The manager should teach and guide her organization, such as cooks, waitresses, etc., to do their work in the best possible way, actually doing it herself only when the occasion demands, but always let her help know that she likes their work and that she is capable of doing it. This inspires their confidence and makes them feel as if their share in the success of the restaurant is worth while. With a good manager, the occasions will grow less when she has actually to do any part of the work, and her time will be her own to keep constantly in touch with the whole and to think and plan for bigger and better things for the restaurant.

Quite often the manager is expected to plan and purchase the complete equipment. And it is always her duty to keep the equipment in an efficient condition.

It is also the manager's duty to keep accurate accounts of all business. One important part is the buying. If it is a small restaurant and she has time it is well for her to do her own buying. In a larger one, however, it is best to train some one to do this.

There should be a cost system where the cost and sale of separate items on the menu are kept each day, and where the manager can at any time find where she is making or losing in her business. Sometimes it is the chicken, sometimes the ice-cream; but a good business manager is one who can put her finger on the very item itself that is making or losing her money.

To sum it up, I think the actual work done by the manager is, first, the part she plays as a teacher, teaching her organization constantly the best way of doing the work. Second, her vigilant overseeing of the business in the buying — the percentages of costs and sales — the pay-roll, and all the items that go to make the work a success financially. And lastly to create a pleasing atmosphere always in her organization, and when that is done the atmosphere of the business is assured.

Preparation or training necessary

This depends so much upon the individual. Previous knowledge of cooking received in home training with natural business and organization ability might equal in advantages any special institutional school training.

Most any of the universities and colleges that have the domestic science courses have also the institutional training courses. The length of training varies from six months to four years.

If the post-graduate work is considered, I think the regular domestic science course would be most advisable for previous work. However, if one has natural ability, a regular arts course would be a splendid foundation, taking all the economics and psychology possible, the latter being a great asset in handling the human beings that make up the organization. The more knowledge one has on this subject the more able one is to successfully make and hold together an ideal organization.

Any actual experience in a well-managed restaurant would be a very good asset before taking one to manage. However, I do not think this is imperative.

Opportunity for advancement

THE opportunities for advancement are great in this field. The result of one's success is before the public in the best psychological light. One cannot please people more than to serve them their food in an unusual and pleasing fashion. This constant acknowledgment of one's success by the public cannot help but bring advancement.

Financial return

THE financial return would depend entirely upon the size and type of restaurant. To-day the minimum salary is about $1200 a year, while the maximum salary is around $10,000 a year.

Qualifications desirable for success

THESE qualifications can come under three general qualities:

(1) A knowledge of good cookery.
(2) Organization ability.
(3) Business ability.

These three, I believe, are imperative for a successful manager.

The knowledge of cooking can have an ideal foundation in home training, natural ability, and the knowledge obtained in an institutional management course.

The organization ability simply means that one has the ability to understand human beings and to demand the best that is in them from a just and fair standpoint for them, and for the maximum efficiency and success of the business.

The business ability, of course, is the natural ability and knowledge to be able to sell what one buys in such an all-around business method that it brings financial success. This not only means a knowledge of buying and accurate cost systems; it means the ability to always put one's self in the place of one's patrons, and be able to know the service that will bring them back again and again as happy and satisfied patrons.

Advantages

THERE are many advantages in this work. It can never grow monotonous, for one comes in direct contact with the public in the most pleasing way. Whatever success one makes is so appreciated by them and one has that direct contact that assures and gives confidence.

Also the contact with one's organization should be a great pleasure to one interested in "folks," their shortcomings and their good qualities; and bringing out the best that is in them for their own sakes.

Disadvantages

IT might prove confining if three meals a day were served, unless one proved one's self capable of organizing it in a superior manner. The latter is very possible and has been done in many instances. When only luncheon and tea are served, it is not at all confining.

Extent of occupation

THE demand for trained women in this field is very great, and the supply is small. The reason is that men holding these positions have failed, principally because the wrong type of person as a rule has followed this vocation and because, being so closely allied to home-making, it is woman's sphere after all.

Recently the domestic science student appeared on the horizon and demonstrated what could be done in this field in such an overwhelming fashion that it has been convincing from the beginning. And there is no question but we are on the eve of a new era in the restaurant world.

Suggested reading

Fannie M. Farmer's Cook Books.
Alexander Hamilton's "Business Training."
Books on abnormal and subnormal psychology.
Also books on the labor problems of to-day.

THE TEA-ROOM MANAGER

KATHARINE A. FISHER

Description of occupation

TEA-ROOMS have changed considerably during recent years. Formerly the majority of these served only light, dainty lunches and afternoon tea for shoppers. Good tea-rooms now correspond in character and administration to a well-ordered lunch-room where well-cooked and substantial food is attractively served, and where the surroundings are artistic and homelike. The manager is also hostess, personally superintending the details of service and carefully considering the needs of her patrons.

Meal service is both *table d'hôte* and *à la carte*, some tea-rooms having both. This depends to some extent upon the location, the needs of a residential district being more adequately met by the *table d'hôte* meal. Breakfast is the meal least frequently served, and in the shopping and business districts luncheon and afternoon tea are often the only meals given.

Preparation or training necessary

A GOOD training in household science, with special attention to problems of management, is an excellent preparation for this field. State colleges offer four-year courses leading to a degree. Other well-known schools and colleges, such as Simmons College, Teachers College, Pratt Institute, Mechanics' Institute, and many State normal schools provide this instruction. Special courses in institutional management are now given by a number of schools and colleges, including those mentioned above. These courses are planned to meet the needs of women wishing to fit themselves for directing food service and housekeeping for large groups. The length of the course ranges from one to four years; those schools giving one to three years' courses require at least high-school graduation. One should not be more than a year in acquiring skill.

Qualifications desirable for success

To succeed in tea-room work, a woman must be alert in responding to the demands of the public she serves. She needs poise and a tolerant attitude in dealing with people and buoyancy in facing emergencies and changing conditions. In addition to her ability to serve well-cooked food attractively, she must also be able to purchase that food to advantage and to price or "merchandise" it, in order that these prices may cover *all* expenses involved in conducting the business and also the profit desired. A knowledge of business administration is therefore required.

To develop this ability she should, in addition to her college training, gain experience as a worker or assistant in a successful tea-room. If she has a receptive attitude and adequate technical and scientific knowledge, she should not be long in acquiring skill, and the ability to administer the business herself.

Financial return

If a woman wishes to conduct a tea-room of her own, capital is of course necessary. For a new business the cost of furnishings and equipment must be considered and patronage may grow so slowly at first that expenses cannot be met for a time. A considerable sum is usually asked for the "good-will" of an established business. The location of a tea-room decides in a large measure its success or failure. The amount of possible patronage should be calculated and existing competition noted. Very liberal financial returns may be expected when large numbers are served.

Such a business may grow in several ways. Patronage may increase until extension of space is necessary. Branches may be started, special catering work developed, and a food shop may be included. There are few limitations to such a growth, with a corresponding increase in financial returns, except available capital and the executive ability of the manager.

Advantages and disadvantages

The tea-room work is an occupation where a woman may render a particular service. If she loves the country, her tea-room may be by the broad highway; or it may be at the lake or seaside, in the small town or the large city. Wherever it is she may develop there the atmosphere that reflects her own personality. It is not easy work. While the business is growing it means close and constant attention to details and long hours of work. It means "testing and tasting, time, thought, hard work — and no wasting." It means persistence in maintaining high standards. It demands good business methods and sometimes courage to face a "slack" season.

Extent of occupation

In nearly every part of the country tea-rooms have appeared and their number continues to increase. Wherever a large number of people must be fed outside of the individual home, there is usually a demand for a tea-room, as the high-class hotel dining-room or restaurant, the cafeteria or the quick-lunch counter do not answer that particular need which a good tea-room meets.

THE TEXTILE FIELD AS A CAREER FOR WOMEN

MARY SCHENCK WOOLMAN

Specialist in Textiles

Description of occupation

Women have always worked in the textile field, and can claim a large part in the development of civilization through their inventions in primitive carding, spinning, and weaving. When the making of textiles by hand left the homes and the great power-run industries began to do the work, women followed the occupation into the factory, no longer as controlling powers, but in wage-earning positions.

In unskilled and partly skilled processes and where delicate handling is needed, as in silk throwing, and in warping and weaving, and also as forewomen at the head of a division such as winding, quilling, or spooling, they are still found in large numbers. In many cases the workers receive excellent pay, piece rates usually amounting to from $15 to $30 per week. This work can be learned in the mills, but a good basic education is an advantage in enabling one to more rapidly advance to higher paid and better positions.

Many of the designers of textiles and costumes are women, who are often highly educated, cultured, and with exquisite taste and who have had special training in art schools and museum classes. Since the war many artists, editors of trade magazines, heads of large ready-to-wear clothing houses, and manufacturers of textiles have endeavored to develop artistic textile and clothing designers so that the United States might take a higher place in the world's industries than heretofore. Museums have tried to aid the situation and several exhibits held in Chicago and New York indicate that women are doing some very successful work and that compensation or salaries are fair and are increasing.

An impetus toward developing textile handicrafts, in weaving, embroidery, dyeing and batik, to accompany the artistic American costume, is also being encouraged. If these movements are to be worth while, art schools and art departments in the colleges and technical institutions must increase the scope of their work and the practical outcome of their courses.

Preparation necessary

COURSES in textiles are required in the preparation of home economics teachers. In 1895 Teachers College, Columbia

University, added a textile course to the training of domestic art teachers. Since then the subject has been increasingly used in education from the kindergarten through the high school, and colleges and normal schools have added the subject to their home economics courses. Graduate students frequently choose some phase of textiles for research work. Chemistry and microscopy have become more closely connected with textile economics, and art departments are teaching textile and costume design. Home economics teachers, trained in this way, are to be found all over the country. There is a tendency in some colleges to have one instructor for all phases of the textile subject; the early development, modern manufacture, selection, scientific testing and analysis, and art. Departments of chemistry are also inclined to have one instructor devote all of her time to textile chemistry. The salaries are the same as those of the regular college or high school, and have been rising since the war. A field of textile instruction is developing in department stores for training salespeople, buyers, and managers. Schools for training are appearing, the Prince School of Store Service and Education, in Boston, and the Salesmanship School in connection with New York University being representative. Salaries seem better than those in the high schools and colleges, but a greater number of days of service is demanded.

Opportunity for advancement

The number of commercial positions in textiles is increasing. A promising field is that of textile buyer for a ready-to-wear clothing house or for a special department of a retail store where textile knowledge, understanding of market conditions, business ability, and artistic sense are required. As yet, no special training has been provided, and the many women who are in the field have gained their positions almost exclusively through experience in the work, together with general ability and a good basic education. Salaries netting from $5000 to $7000 per year are not unusual. Some women have risen to managers of the business, or have even organized businesses of their own.

College women are entering the men's ready-to-wear manufacturing trade and are learning the business from the beginning, in order, later, to become efficiency overseers in factories. This work has proved very interesting, but is not yet sufficiently widespread to be considered a profession.

Textile-testing laboratories are being opened in many department stores and mail-order houses, and college women, trained in textile chemistry, are being called to this service. While not yet determined, the work being comparatively new, salaries in these positions are good. The requisite training can be obtained from colleges which are giving attention to the subject; Teachers College, Columbia University, New York; Chicago University; and the Agricultural College at Ames, Iowa, are representative.

Qualifications desirable for success

THE qualities needed for success in these various textile occupations are those of the pioneer — enthusiasm, willingness to work on new problems, ability to grasp opportunities, and great persistence. The textile field is full of interest, and women succeed well in it.

Reading

NUMEROUS technological textile handbooks have been written, but if one desires to know how training can be obtained in the processes of manufacture and in chemical and microscopical work it would be well to look over the courses offered at such colleges as Teachers College, Columbia University, School of Household Arts; University of Washington, Seattle; or Chicago University. For utilization of the subject in education the Macmillan textbooks, "Shelter and Clothing" and "Clothing and Health," by Kinne and Cooley; "Textiles and Clothing," by McGowan and Waite; and "Textiles," by Woolman and McGowan, give suggestions. For textile chemistry and testing, "Textile Fibers," by Matthews (Wiley and Son), could be consulted. The "Prince Alumnæ News" gives information on the training of salespeople in textiles. The daily trade paper, "Women's Wear," is furthering the movement toward American design in textiles and clothing. House organs in leading department stores give information on testing stations, salesmanship courses, and the work of heads of departments.

THE VISITING HOUSEKEEPER

EMMA A. WINSLOW

Secretary, Committee on Home Economics, New York Charity Organization Society, Lecturer in Household Arts, Teachers College, Columbia University

Description of occupation

WITHIN the last few years has come an increasing realization of the value of personal service to families with reference to home-making problems. Such service is of two types, *educational service* and what might be described as *emergency or remedial service.* Both types, singly or combined, have been given by people who have been called "visiting housekeepers," and there has been a wide divergence in the kind of work done in different localities under this name and the kind of training required for a position as visiting housekeeper.

The educational work can be done most effectively when individual instruction is combined with group instruction, and needs time free from emergency calls in order to function properly. It requires a thorough background of general and technical knowledge as well as proficiency in technical skill, a tactful and effective personality, and a considerable amount of teaching and organizing ability.

The emergency housekeeping assistance for maternity cases and cases of acute illness requires working efficiency rather than breadth of knowledge or teaching ability, as does also any practical service provided to dirty or shiftless families as a means of inculcating better living habits. Experience shows that such actual service should be paid for by the family whenever possible, if family responsibility is to be maintained, and that there is but rarely sufficient educational value in such service to warrant the use of women trained according to higher standards than that required in other household employment service.

In this article will be discussed only the educational type of work of a visiting housekeeper; work which is now being done under various names and in connection with various forms of educational and social work. The term "nutrition worker" is being used in many places to describe the service rendered by women who are specialists in work with undernourished children, and with diabetic, nephritic, and other cases where special dietetic supervision is necessary; it is also being extended to cover work being done in connection with health centers, child welfare centers, and other centers where instruction in individual or family feeding is provided. The terms "home economist," "home-making adviser," "budget consultant," "clothing specialist," "household efficiency expert," and various others are being used in connection with home economics work established in family social work agencies, savings banks, Americanization centers, thrift centers, community centers, and also in connection with personal work established as an independent form of professional service.

In all these phases of home economics work the idea of personal service is paramount rather than merely group instruction. In the past the untrained woman has borne the burden of making necessary adjustments on the basis of general instructions; this new form of professional work makes possible the services of the expert in advising about the actual adjustments and would seem to be a distinct step in advance in securing professional recognition of the importance of home-making according to the best possible standards.

Training necessary

As yet special training for these positions is not being given to a large degree, but it is possible to secure such training by the special arrangement of courses in many universities or colleges giving home economics courses, especially those where there is close affiliation between the departments of home economics and the departments or schools of social work, such as Teachers College, Columbia University; Simmons College; the University of Chicago; University of Wisconsin; and the University of Minnesota. In the preparation of nutrition workers it is also desirable to have close affiliation between home economics departments and the medical schools.

Financial return

At the present time the work is in its pioneer stages and it would seem that the upper limit of advancement has not as yet been set. I personally am recommending that $1200 a year be considered a minimum salary for such a worker and that preferably $1800 to $2500 be paid by any health or social agency desirous of securing a person qualified to make a success of the work being undertaken.

Qualifications desirable for success

The necessary qualifications for success would seem to be a considerable amount of practical ability, a real interest in people and their welfare, a large amount of tact and perseverance plus a good foundation of home economics and social training.

Advantages and disadvantages

The advantages of the work are the freedom for the use of personal initiative, the real human interest, and the tangible results which follow successful work, and the opportunity for marked service to society. The disadvantages in comparison with teaching work are the longer hours, the shorter vacation period, and the greater physical and nervous strain.

Supply and demand

Because of the wide variation in terminology it is difficult to give accurate statistics concerning the extent of the occupation at the present time. Within the last few years has come a rapidly increasing demand for home economics workers in connection with various types of educational and social work, and with the greater distinction between the educational service and the actual housekeeping service which is now being made, it would seem that there would soon be a more intelligent demand for the services of trained workers which will absorb rapidly the present available supply.

Suggested reading

"The Dietitian in Social Work" — Lucy H. Gillett. "The Modern Hospital," January, 1919.

"Training the Social Service Dietitian" — Emma A. Winslow. "The Modern Hospital," October, 1919.

"An Experiment in Socializing Home Economics Education" —Emma A. Winslow. "Journal of Home Economics," January, 1920.

"The New Visiting Housekeeper: Her Training and Her Work" — Emma A. Winslow. "The Family," May, 1920.

"A Nutrition Class" — Mary S. Rose and Gertrude Gates Mudge. "Journal of Home Economics," February, 1920.

"Nutrition Classes for Children" — Mary A. Harper. "Journal of Home Economics," November, 1919.

"Household Management" — Florence Nesbitt. Social Work Series, Sage Foundation, 1918.

INDUSTRIAL WORK

THE FACTORY INSPECTOR

FRANCES PERKINS

Commissioner, State Industrial Commission, State of New York

Description of occupation

A FACTORY inspector is one who inspects factories, mercantile establishments, and work being done in tenement houses. She is required to enforce the provisions of the labor law in such establishments relative to the hours of labor, employment of children, provisions of the day of rest law, to issue orders and make recommendations relative to the guarding of machinery, the proper installation and maintenance of sanitary conditions, the removal of dust, gases, and fumes by means of exhaust system, and the enforcement of the general provisions of the industrial code.

An inspector is usually assigned to a district. She visits all the factories in the district regularly, fills out such report forms as are provided, and is compelled to make a survey of the buildings and the factory or factories located therein. On these report forms she indicates such orders as will correct the conditions and make the establishment meet the requirements of the labor law and industrial code. These orders are issued and must be explained to the person, or persons, in authority, so that they will have a clear understanding of what is required when the orders are received.

After a specified period she must return and secure compliance with the orders issued. If the firm fails to comply with the orders in a reasonable time, the inspector is required to secure evidence for prosecution. However, the real test of the inspector's ability is to secure compliance within the least amount of time and without prosecution.

A factory inspector is also called upon to make special investigations and special reports on individual industries, individual buildings, special problems in safety, and, in particular, in those States in which some board or commission has power to make variations or exemptions from the labor law, she must make investigations, reports, and recommendations, upon the basis of which the board or commission having the power to act, will take its action.

Preparation or training necessary

A FACTORY inspector should have a good general education which will enable her to stand on a basis of equality with the average employer and superintendent. In addition to this, she should possess considerable practical knowledge of industrial conditions and should make a special technical study of factory architecture, of the theory and practice of factory fire protection, factory light, ventilation, and sanitation. She should have a good working knowledge of machinery in order to be able to understand the purposes of any given machine and the dangers of accidents which it presents to its operator.

She should also be thoroughly familiar with problems of human hygiene and should pay particular attention to industrial hygiene, in order to be able to recognize conditions leading to the deterioration of health of workers and to make practical suggestions as to methods of promoting industrial sanitation.

The inspector should have general knowledge of the various kinds of industrial poisons and industrial dusts, specific effects and methods of preventing harmful results.

The inspector should have a substantial knowledge of industrial processes and production methods, and an understanding of at least fundamental principles of economics.

It is highly desirable that an inspector should be able to speak at least some of the languages which are in common use among the working people of this country, in order that she may be able to gain the information necessary from the workers and to secure their confidence and coöperation. Italian, German, Yiddish, and some of the Slavic dialects are, of course, the most useful. It is not, of course, absolutely essential that the inspector speak these languages, but the inspector who does know even a smattering of these languages is at a considerable advantage.

It is also highly desirable that the inspector should have such training as will enable her to give talks and lectures on industrial subjects, such as safety, hygiene, the meaning of the labor law, etc., to groups of workers and to groups of citizens generally who are interested and desire to be instructed on such subjects.

There are no schools where technical courses preparing individuals to become factory inspectors are given, but there are a number of institutions of learning where courses are given bearing upon one or another of the subjects which are useful to inspectors and nearly all labor departments make some effort to give a preliminary course of instruction to their inspectors. These courses, however, are feeble and should not be relied upon to supply the inspector with the knowledge and training which she needs. The necessary training and preparation must be gained by the individual by selecting such courses in the various institutions of learning as seem to bear most directly upon the problems of industrial safety, industrial sanitation, and industrial organization.

A prospective inspector will find her preparation for her work greatly strengthened if during her undergraduate college life she gets a well-rounded scientific training, with special reference to chemistry, physics, and physiology. These courses not only give her the technical knowledge which she needs, but greatly increase her powers of accurate observation. It is also desirable that students who are thinking of inspectors' work should take at least one course in economics, with special reference to labor problems, although these courses are by no means so essential to the satisfactory work of the inspector as are the courses which give her the more technical knowledge. The various engineering schools and institutes of technology throughout the country offer valuable courses, most of which are now open to women, and one year spent at post-graduate work in this line would greatly augment the equipment of the young woman looking toward factory inspection as a career.

The Harvard Medical School also has a Department of Industrial Medicine in which there are offered a number of courses on industrial hygiene and sanitation which would undoubtedly be open to women who are attempting to qualify themselves in this field.

Opportunity for advancement

There are fair opportunities for promotion and advancement in this field of work in the United States. In New York State there is provided an automatic salary increase for factory inspectors from $1500 to $2400 during a six-year period of service. There are also opportunities of advancement in the way of promotion to supervisory positions when experience, service, judgment, and executive ability warrant such advancement. The salaries of the supervising inspectors are, of course, always considerably higher, ranging from $3000 to $4000. There are also opportunities in many States for promotion of qualified factory inspectors into special investigators in the divisions or bureaus of industrial hygiene, in the divisions or bureaus of women in industry, in which the salary ranges are somewhat higher than in the inspector's grades.

There are also many opportunities for advancement into important positions outside of the regular governmental departments for the regulation of factories. There is a wide field for safety and welfare work in industry generally, in which the experience and training of a factory inspector are important. Moreover, there is an increasing demand for individuals with a knowledge of factory organization who will undertake the supervision of the personnel and production factors in industrial organization. The factory inspector's training, experience, and contacts make such opportunities open to her from time to time, and the financial rewards in these fields are as great as the personal qualifications and personal success of the individuals warrant.

Financial return

THE salaries paid to factory inspectors vary throughout the different States; probably $1200 is a fair average of what a new factory inspector earns, and most States provide for some opportunity for promotion or advancement in salary.

Qualifications desirable for success

A FACTORY inspector should have excellent health and a robust physique. Some athletic ability is highly desirable, for some of the inspections which women will be called upon to undertake involve considerable physical stamina, balance, poise, etc. She should have a bearing which is both courteous and authoritative, with sufficient strength of character and dignity to gain the respect and confidence of the employers and employees in the community in which she works.

A factory inspector must be a person of tact, otherwise by irritating persons with whom she comes in contact, she may involve the department which she represents in long and tedious prosecutions in order to secure compliance with the law. The best inspector is one who can secure compliance with the law without prosecutions.

She must be a person capable of making decisions, for upon her judgment and her reports will rest many of the most important acts of the department. She must be the type of person who is a quick and accurate observer and an equally accurate reporter of facts.

Advantages

THERE are many personal advantages in the work of a factory inspector. First, it gives a woman a very wide opportunity to observe the progress and development of one of the most important phases of our life. Second, it is largely an outdoor job, tending to keep her in good health. Third, it is varied. No two places are alike, and the monotony which goes with many office occupations is never present. Most of all, it is important work. Nothing is such drudgery to the educated and intelligent woman as to do work which is insignificant in its meaning. Factory inspection is of vast importance, not only to the people who work in the factories, but to the entire community, and such work well done may be looked upon as a service to one's country.

Extent of occupation

THERE are no accurate figures available as to the number of factory inspectors or the demand for them. However, forty-five States have factory inspection laws, and according to the last reports, the total number of inspectors' positions in the various States is as follows: Colorado, 4; Connecticut, 4; Indiana, 5; Iowa, 2; Kentucky, 4; Louisiana, 2; Michigan, 19; Minnesota, 17; Missouri, 7; New York, 123; Ohio, 35; Oregon, 5; Pennsylvania, 51; South Carolina, 3; Tennessee, 2; Texas, 3; Virginia, 2; Washington, 7; Wisconsin, 25.

Suggested reading

"Factory Inspection in Certain European Countries" — George M. Price, M.D. U.S. Department of Labor, Bulletin No. 142, February, 1914.
"Inspection of Factories and Workshops in the United States" — W. F. Willoughby. U.S. Department of Labor, Bulletin No. 12, September, 1897.
"Modern Factory" — George M. Price, M.D. 574 pages. 1914.
New York State Factory Investigating Commission's Report, January, 1913. 366 pages.
"Safety Fundamentals" — edited by R. M. Little. 206 pages. 1920.

INSTITUTIONAL WORK

THE HOSTESS IN AN INSTITUTION FOR GIRLS

MABEL SNOW WORCESTER

Hostess, Franklin Square House, Boston

Description of occupation

THE term "hostess" always suggests the hospitality of the home, be it large or small. A hostess in a small institution is often encumbered with the financial and domestic problems, in which case a business and domestic science training would prove most valuable. Should her field be large enough to warrant heads of these departments, she may be considered as responsible for only the social problems of the home. The term "social" is being used in its broadest sense, including therein entertainment and sociability, as well as the general mental, moral, and physical welfare of its guests.

The actual work accomplished by a hostess must, of course, depend upon the kind of institution over which she may preside, and the number of guests whom she may serve. The writer has the privilege of extending to over eight hundred young women the friendliness and comforts of a home. If they are well and happy, she may need only to give to them a cheerful greeting, and to see that, through her corps of workers, their material wants are supplied; and also that they meet other guests who in time may become congenial friends. If they are ill, she sees that they receive medical attention and a nurse's care, all of which in this particular institution is without additional expense to its guests. If they are in sorrow, she comforts them. If they need a friend, she is there to be that friend. If they wish diversion, it is hers to provide entertainment, socials, and dances. If they err, she advises, and tries to guide them aright.

Similar positions have received the title of superintendent, and still others have been known as house-mothers. The latter is a title one might crave the most. It brings one closer to her girls, but in a home for young women of various ages, the title of hostess expresses best the nature of her relation to her family. It is a happy cross between the cold, stern term of superintendent, and the indulgent mother, and yet it must at times include the qualities of both.

The hostess must be a woman of tact, ready to cope with whatever comes. She must have a tender heart and a constitution of iron, for she must be always "on the job"; seven days a week, and any hour of the day or night. The confinement of such a position may be one of its drawbacks, and yet, if one loves her work, and has not too many outside demands upon her time, the confinement may become a pleasant habit.

Qualifications

To meet these obligations one must be a close student of the biggest of all books, "The Book of Human Nature." She must be keen of eye, kindly and quick in judgment, and a sympathetic listener. She must have the understanding which comes only to those who have suffered. In order to maintain her position without too great a demand upon her health and her courage, she must have a keen sense of humor, and a fair sense of the relative importance of the difficulties which arise in the daily pathways of her guests. To one hostess, the training received in a College of Oratory has proved greatly to her advantage, for she often finds herself responsible for public gatherings, and she must address audiences.

The world is full of would-be house-mothers and hostesses. A cultured woman with a practical training, and a knowledge and love for girls, might readily adjust herself to the duties of such a position. The broader her education and advantages have been, the better equipped she will prove to be as the efficient head of any institution.

A girl just out of college had best test her ability along the line of "big sisterhood" for a season, if it is her desire to ultimately become a hostess. The mature judgment of a woman of thirty is needed to wisely meet the problems in the lives of others.

In brief, "the hostess of an institution" should have executive ability, a business head, domestic training, a kindly heart, good judgment, a sincerity of purpose, a gracious manner, and the ability to express herself. One may be born a hostess, but she must receive her training in the "School of Life"!

Financial return

Remuneration for such a position will, of course, vary according to the size and wealth of the institution. A house-mother's salary may be as low as $600 and home for nine months of the year, while a superintendent or hostess of a large institution should receive at least $2000 and home for twelve months, with one month's vacation.

THE INSTITUTION MANAGER

FANNIE FRENCH MORSE

Superintendent, Minnesota Home School for Girls

Description of occupation and actual work done

(1) *Executive department:*
- Superintendent
- Assistant superintendent
- Steward
- Accountant
- Clerks and stenographers
- Secretary and statistician

The superintendent, acting under an executive board, is the constructive force of the institution; she plans its buildings; formulates its interests and policies; initiates and controls its finances; employs and controls its helpers; acts as court of appeal to employees and inmates; is the executive, financial, and disciplinary head; determines public contact for the institution; and standardizes its legislation.

The assistant superintendent supplements and supports, helping to effect the policies of the superintendent.

The steward receives and distributes to the different departments all the supplies of the institution.

The accountant is the bookkeeper of the buying and selling accounts of the institution.

Clerks and stenographers act as assistants in a similar capacity to like positions outside the institution.

The secretary and statistician has general charge of all correspondence and statistics, and, in this institution, acts as publicity agent.

(2) *Community department:*

Director
Field workers

The director, acting with the superintendent, formulates policies and supervises the assistants or community or field workers, whose duties are to study backgrounds; investigate the homes from which the inmates come and those to which they may go when placed out; to visit, direct, and readjust the inmate to after or community life.

(3) *Educational department:*

Supervisor
Instructors
- academic
- home arts
- occupational arts
- music
- recreation
- physical culture

The supervisor, advising with the superintendent, assembles and controls all the educational arts named.

The instructors have positions similar to like positions outside the institution.

(4) *Hospital Department:*

	psychiatrist
Physicians	nose
Nurses	eye
Specialists	ear
	teeth

The work of the hospital force is similar to that of any hospital department.

(5) *Agricultural department:*

Farm superintendent
Horticulturist
Gardeners
Herdswoman
Keepers of stock
Keepers of small stock, poultry, hogs, etc.

The farm superintendent, advising with the superintendent, formulates policies for the farm department; hires, controls, and discharges farm employees; and supervises all the agricultural departments.

The herdswoman has charge of the dairy barn and supervises all dairy operations.

The head gardener lays out the gardens and supervises deputies, who, in turn, supervise groups of inmates in gardening.

Stock keepers direct groups of inmates in the care of stock.

(6) *Food department:*

General supervisor or dietitian
Food conserver

The general supervisor receives, distributes, and directs the use of all food supplies in the institution. The culinary departments and food service in the various cottage kitchens are under her supervision.

The food conserver directs the inmates in the canning and drying of vegetables, butter and cheese making, etc.

(7) *Housing units:*

House-mothers or cottage managers
Assistants to house-mothers

The house-mothers have charge of the family cottages. Each is responsible for the management and atmosphere, and is the supreme influence and disciplinary head of her cottage group; she is responsible not only for the inmates in her cottage, but, to a degree, for her assistant helpers. The house-mother must have a practical knowledge of household and home-making arts. (Some institutions maintain other departments varying with their policies: millinery, dressmaking, and other vocations.)

The assistant to the house-mother assumes direction of the kitchen or domestic science department in the cottage; and, in an institution of pure cottage system, the practical teaching of cookery and similar arts usually supplants the central domestic science department.

Preparation for training necessary

Up to date there is no school known to the writer which gives a practical training for institutional work. Such a school is the great need, but, since actual contact with the working problem alone can constitute a practical training, the materialization of such a school would be most difficult. Up to date the institution itself represents the only specific training school for institutional training. Supplementary to this is the training which our schools of philanthropy represent in their sociological phases.

No definite length of training can be prescribed. The aptness of the individual must be the determinative factor.

With such training in view the undergraduate may well major in studies pertaining to social economics: sociology, civics, American history, agriculture, and the natural sciences.

Opportunity for advancement

To the person born to it, institutional work to-day represents a large opportunity.

Financial return

With the sliding scale which the confusion in the wage world to-day represents, the fixing of a minimum or maximum is impossible. With the growing recognition of the importance of the right kind of institutional organization it is safe to say that the financial return will be commensurate with the ability or efficiency of the individual.

Qualifications desirable for success

An understanding mind; strong in wholesome sympathy as differentiated from sentiment; flexible; tolerant; with a sense of humor. One of abiding faith in the ultimate good; one possessing the rare ability of lending self; one, captain of herself, since the control of others in its highest sense comes only from those who have learned self-control. Added to these natural qualifications should be skill in the department sought, and, better still, an experience which has broadened and widened social contact with its resultant viewpoint on relative values.

Advantages

The right institution has many advantages: home life; good living; continuous employment; sure financial return; small personal expenditure with a resultant definite estimate on saving; in its variety and uniqueness of employment, a protection from routine; much out of doors; regular hours; and greatest of all, a contact with a group which, though not socially supreme, offers compensation in sincerity and real worth-whileness. Nowhere can there be a more interesting study of human beings than among the disadvantaged group in our corrective and reformative institutions.

Disadvantages

Frequently a remoteness from the social life of the community; a schedule of hours, while not long, so distributed as to prevent long daily periods of absence, but which, under the eight-hour law now prevailing in State institutions, finds partial compensation in regular weekly days off. A certain personal isolation and a limited social horizon probably the greatest disadvantages.

Extent of occupation — Demand and supply — Localities

The nicest problem of the head of an institution should be the right worker. For the fit institutional worker there is great demand. More and more is it being recognized that institutional work calls for the worker of superior quality. This recognition has become a force for greater financial return. Such standardization of the worker and her compensation has created a demand and an attraction that promise to be persistent.

Since the Middle and Farther West are the localities which to-day are effecting the most progressive thought in institutional life and building, the greatest demand will be in these parts of the country.

For the helper with the right vision, coupled with the energy to bend to service, the horizon for the worker in this field lifts to unlimited boundaries.

That our institution, with a moving population of over six hundred girls, is to-day employing nearly one hundred helpers will gauge somewhat the number who are, or should be, in the field.

Suggested reading

One of the great needs to-day is a progressive, practical book on institutional management. To the writer's knowledge such a one does not exist. There have been two or three superficial attempts, but, beyond that, nothing. Aside from the works of the best sociological writers and, of course, "The Survey," which is the organ of the philanthropic and social agencies, perhaps the most practical reading would be the different essays by institutional managers incorporated in the proceedings of the National Conferences of Social Workers, or the

National Conferences on the Education of Backward, Delinquent, and Defective Children. But since these as often point to what *not* to do as to what to *do*, they can be profitably read only by those of understanding mind.

INSURANCE

THE LIFE-INSURANCE SALESMAN

CORINNE V. LOOMIS
Manager Women's Department
The Penn Mutual Life Insurance Company, Boston

Description of occupation

INSURANCE investments consist of gilt-edge bonds of the Federal Government, State, and most progressive municipalities. Insurance funds have been the means of financing many enterprises, such as the building of railroads and irrigation of arid lands. Insurance investments are supervised and regulated by Government control more rigidly than trust companies and as rigidly as savings banks.

Life insurance has been called the greatest business in the world. You can readily see the reason for this if you will consider the fact that every life represents an economic value. If anything occurs to cut off the earning capacity of this life, there is a total loss to the community and family except for life insurance. Life insurance is a means of estate building which is accessible to all individuals who are physically fit; it has an advantage over all other estates in that it may be purchased on the installment plan.

Economists advise insurance as the first method of saving because they maintain it is the safest and most scientific. A popular word which appeals to our vision and imagination is coöperation. The highest example of coöperation which the civilized world can show to-day is the existence and service of life insurance.

Preparation necessary

THE time spent in preparing to sell insurance depends to a large extent upon the individual. The preparation for insurance selling seems relatively short. A very successful insurance sales manager declares that any one who sells any insurance in less than six months of intensive training did so accidentally. Often a person of unusual ability and energy will become productive in less time than this.

The training consists in intensive courses: (1) on the fundamentals of life insurance; (2) principles of applied salesmanship. This training is carefully supervised for at least six months. The practical knowledge of salesmanship is gained by two means, practice selling and supervised outside work.

The courses which one may take in college which would be of greatest assistance are courses in economics, applied psychology, salesmanship, and insurance.

Opportunity for advancement

The opportunities for success in insurance as a profession are manifold. You are not bound to any city, town, or country. If you are a real salesman you can be dropped from an airplane in any civilized locality and earn your living. You are not tied to any time clock. Herein lies your greatest boon and gravest danger. You must have the perseverance to hold yourself rigidly to a specified number of hours of work a day.

Qualifications desirable for success

The opportunities for the college or trained woman in insurance are greater than in any other line of business in which she can engage. One should possess initiative as well as a trained mind. Also enthusiasm, adaptability, and a vision of social service.

These are what we may call innate qualities. You may tell me that any one possessing these qualifications can succeed at anything. I agree with you perfectly, but the spiritual, mental, and financial satisfaction which may be gained from applying these qualifications to insurance as a profession is greater than if these qualifications were applied to anything else.

Extent of occupation

THE number of trained women in insurance, as compared with any other profession, is relatively small.

LAW

THE CORONER

GRACE M. NORRIS, M.D.
Coroner, County of Oneida, Utica, New York

Description of occupation

A CORONER has to look after and inquire into all matters concerning persons slain, or who have died mysteriously; subpœna witnesses; ascertain as far as possible all the facts in regard to the death, and issue warrants for arrest of parties, presumed to be guilty, to be held for the grand jury, and to report to the district attorney. A coroner is elected for three years. There are four coroners to each county.

Preparation necessary

No special training is required. The law does not state that a coroner shall be a physician or layman. The coroner is elected by the votes of the county. A college education and a knowledge of law and medicine are valuable helps, but not necessary.

Opportunity for advancement

THERE is no opportunity for advancement for a coroner.

Financial return

THE remuneration depends upon the number of cases the coroner is called upon to hold inquests over. Some counties pay a salary instead of fees. Coroners earn from $80 to $4000 a year. It depends to a large extent upon the size of the population, and if canals, street cars, railroads, automobiles, etc., are near, to cause fatal accidents. In rural sections fewer accidents occur, therefore fees are less. If there are several coroners in the same city or section, where one has to depend upon fees, it is a serious handicap financially.

Reading

ONE may obtain volumes touching upon this branch in any law library.

THE CORPORATION LAWYER

REBA TALBOT SWAIN, B.A., J.D.

Description of occupation

THE very nature of a corporation renders it fascinating to one with a creative imagination. Human lives are destined to end sooner or later; corporate life may go on *ad infinitum* if its creators so ordain and those who are interested in it so desire. The original incorporators have it in their power to determine whether the duration of the corporation shall be perpetual or continue for a term of years.

The first thing the corporation lawyer masters is the art of drawing certificates of incorporation. He or she must learn to discriminate among various kinds of organizations and incorporate each one under the law best suited to its character and purposes. When a company contemplates doing business in more than one State, the wise lawyer selects as the State of incorporation the one whose laws best adapt themselves to the needs of the particular corporation. After the corporation has been properly organized under the laws of its mother State, the next need is to see that it is properly licensed in each of the various States in which it wishes to do business.

The lawyer must watch the corporation closely during the first year of its existence, being sure that all statutes are conformed to.

Another part of the work is to take care of all the tax matters of the corporation: franchise, personal, real estate, income, and other taxes.

The dissolution and reorganization of companies form interesting parts of this work.

Training necessary

The training for this work includes the ordinary law course leading to admission to the bar. Almost all law schools of any importance are now open to women. Since a corporation lawyer must necessarily be a person of sound fundamental education, it is advisable to complete a college course before commencing the study of law. The regular three years' course leading to a degree must follow. A lawyer does not begin to specialize until he is engaged in actual practice; therefore, the law course is essentially the same for all prospective members of the bar.

Opportunity for advancement

The opportunities for advancement rest almost entirely with the individual. A young woman newly admitted to the bar is wise to associate herself with a well-established firm of lawyers. In such association, if she shows that she possesses ability and personality, the opportunities for advancement are unlimited. Eventually after she has acquired a definite clientèle she may go out for herself or she may be glad to remain with those who made her success possible. If she does the latter, she will undoubtedly occupy an important place among them. If, on the other hand, the young woman lawyer opens her own office at once or attempts to practice law alone, she will find herself seriously handicapped and a long way from becoming a corporation lawyer.

Financial return

Corporation law is reputed to be the field in which the greatest financial return is realized. Granted that this is an exaggeration, nevertheless one who is bright enough and ambitious enough to attract the attention of men and women of big business, and thereby obtain among her corporate clients several big and moneyed firms, will certainly have no difficulty in keeping "the wolf from the door."

Qualifications desirable for success

THE young woman who desires to enter the legal profession must possess first of all a strong and charming personality. Without being aggressive she must be forceful enough to make her influence felt among those with whom she comes in contact. She must also maintain an untiring interest in her work and put it ahead of almost everything else.

Advantages and disadvantages

THE advantages of corporation law are manifold. The corporation lawyer comes in contact with influential and brainy people. The work itself is clean and delightful. The lawyer controls her own hours, but if she is going to make her profession worth while her hours will be long and her perseverance never-ending.

The number of women lawyers is constantly increasing. There are some who, through their adaptability to their work, their love of it, and their consequent achievement, are making come true the dreams of those splendid women who with broad vision and grim determination rendered it possible for women to do what to-day they are doing. The young woman who desires to practice law must look forward to a life of service, yet of untold gratification and joy, and must strive always to live up to the ideals of one of the oldest and noblest professions in the world.

THE LEGAL EDITOR

EMMA EATON WHITE

President of the Legislative Council of Indiana Women

Description of occupation

LEGAL editorial work is usually done in connection with a law-book publishing house. Private individuals who "write" treatises on different topics of the law invariably send it to a law publishing house to be printed and marketed and invariably their work is edited to conform to accepted standards. If the completed work is readily salable, it is because trained hands have put it in such shape that it is available to a hurried lawyer. A good index must be written and only trained editors know how to write a good index that will omit no important point.

Law-book publishing houses keep textbook writers on their regular staff. By careful watching of the pulse of the legal profession through their salesmen, they determine when a new textbook is needed and immediately advertise it and take orders before it is written, to keep others out of the field.

Publishing houses also prepare codes, statutes, annotated statutes, and digests for different States and then keep them up to date. The work of preparing a digest, for instance, means collecting all the syllabus paragraphs of all the decisions of the courts of a given State, classifying them under a standard digest classification scheme, writing voluminous cross-references from one topic to another, making an analysis of each topic, and finally making a table of cases in alphabetical order.

Preparation or training necessary

THE preparation for this involves, first, the usual training to begin the practice of law, a thorough familiarity with the topics of law; second, an elementary course in writing syllabus paragraphs to acquire brevity and clarity of style, so that sentences will contain every necessary word to cover the legal proposition and no unnecessary word; third, a clear understanding of the distinction and difference between topics of law, and ability to analyze syllabus paragraphs critically.

The only training school I know of is actual work in a publishing house. The West Publishing Company of St. Paul furnishes the best opportunity, for they publish the Reporter System, and start their new editors writing syllabus paragraphs for the Reporters, under strict supervision.

Financial return

Compensation ranges from $1200 to $3500 per year.

THE MAGISTRATE

JEAN H. NORRIS, LL.B., LL.M.

City Magistrate, New York City

Description of occupation

In New York City, which comprises the five boroughs constituting Greater New York, there are thirty-one magistrates' courts. The judges who preside in these courts rotate from one to another. They usually "sit" in each court for five days, except in what are termed special courts, and in this way make the "circuit." The special courts are the Women's Day Court, Domestic Relations Court, Traffic Court, Probation Court, Men's Night Court, and Municipal Term.

The writer, who is the first and only woman judge or magistrate in New York State, and probably the only woman judge with similar powers and jurisdiction in the United States, rotates between the Women's Day Court and the Court of Domestic Relations, usually presiding for fifteen consecutive days in each court. The magistrates' courts, with the exception of the Traffic Court, Municipal Term, and the Court of Domestic Relations, are open every day in the year, Sundays and holidays included.

Under the law in New York State a lawyer must have practiced three or more years as a condition precedent to appointment. The writer had been engaged in active practice for ten years before Mayor Hylan appointed her in October, 1919, to the Bench. Her term runs until 1927, and the compensation is $8000 a year. The magistrates' courts are what are termed courts of inferior criminal jurisdiction. No civil cases are heard.

In the Women's Day Court, which opened in the spring of

1919, as a continuation of the old Night Court, which court then went out of existence, only women prisoners are arraigned. No men are tried there. When men appear in a case, they are called as witnesses either for the prosecution or the defense. The court has jurisdiction over girls between the ages of sixteen and twenty-one who are charged with incorrigibility, that is, "associating with vicious and dissolute persons and liable to become morally depraved." The complaint is usually made by the parents, who allege that they can no longer control the girl, that she stays out late at night, associates with evil companions, and that she refuses to work. The youthful offenders are never put in the Detention Prison. They are sent to the Florence Crittenton Home, or to Waverley House pending trial and investigation. The physical examination which is made by a woman physician only too frequently shows that the girl is suffering from some form of venereal disease. The parents are shocked to find that what they supposed was waywardness in their daughter has developed into commercialized prostitution. The usual procedure is to put the girl on probation for six months and permit her to go home with her parents. This means putting her on her good behavior for that period of time. She reports to the probation officer once a week, either by letter or personal call, and the probation officer advises and counsels with her. In the majority of cases probation works out splendidly. The girl, realizing the vileness of the mode of life she was entering upon, is only too happy to be released and reunited with her family. In some instances the parents request that the girl be sent to an institution in order to get her away from the influence of her companions.

Many shoplifters are brought into the courts. They are charged with petty larceny, that is, stealing from dry-goods stores where the amount is not in excess of $50. In these cases the arrests are made by women detectives employed by the stores. No one is ever arrested in the store. This precaution is taken to avoid the danger of arresting a woman who intended to pay for some article she picked up to look at. The arrests are always made in the street after the woman has concealed the goods, walked out of the store, and is some feet away from it.

The majority of cases which come into the Women's Court are those of prostitution, soliciting and loitering upon the public streets for the purpose of prostitution, and prostitution in tenement houses. Sometimes the trials in these cases are very lengthy and many witnesses are examined. After the defendant is convicted, forty-eight hours must elapse before sentence is passed. The first step taken is to have the prisoner finger-printed. This is for the purpose of ascertaining whether or not she had been convicted previously. Then she is physically examined by the woman physician who is on the staff of the Board of Health and especially assigned to the court. She takes the blood and several other tests to discover whether or not the girl is suffering from any form of venereal disease. The girl's history is taken by the probation officer, who afterwards goes out and checks up everything she has been told. When the defendant comes into court for sentence, the judge has a great deal of data to guide her in passing sentence, the Finger-Print Bureau's record, certificate from the Board of Health as to venereal disease symptoms, and the probation officer's report. If she is a first or second offender, she is placed on probation. If she has offended more than twice, she is sent to an institution for girls. The Catholics are sent to the House of the Good Shepherd, the Protestants to the House of Mercy, and Protestants, Catholics, and Jews to Inwood House. The older, or more hardened offenders, are sent to the City Prison at Blackwell's Island. If the defendant is a drug addict, she is sent to the hospital for six or eight weeks' treatment before trial. She voluntarily commits herself. The girls are only too willing to do this, and it would be inhuman to try them when they are arraigned, as they are in a frightful condition from the constant use of drugs. If the girls are found to be suffering from venereal disease, they are sent to a hospital for treatment before being permitted to go out. This is a special hospital used for these cases.

Under the Parole Commission Law, if the finger-print record shows that the defendant has been convicted twice before within the previous twenty-four months, then she comes under the provisions of the indeterminate sentence, which means a period not to exceed two years. The court also has the power to commit for three years.

In the Domestic Relations Court, wives come in charging their husbands with abandonment and non-support. The soul of the court is its reconciliation work. It turns its full spirit to the task of bringing together again people who have sought to destroy their own homes and upset their own lives. It brings about a reconciliation between husbands and wives who are clamoring for a separation. The court possesses no power to grant a divorce. The social service work in connection with this court is being carried on in a splendid way, and at least sixty per cent of the complaints lodged by wives are settled without going to trial. If it is found impossible to reunite husband and wife, then the court enters an order directing the husband to pay a certain amount a week for the support of his family, depending upon his income. Sometimes it is necessary to send a delinquent husband to the City Prison.

THE PATENT LAWYER

FLORENCE KING

Description of occupation

THE occupation of the patent lawyer includes the securing of patents for inventors and the transaction of business between the inventor and the Patent Office which leads into many different departments; also the prosecution or defense of suits for infringement of patents. The actual work done requires the writing of specifications, supervising the making of mechanical drawings, preparation of pleadings, and the conduct of litigation in the United States Courts, the United States Courts being courts of original jurisdiction in patent cases. It also includes the organization of corporations and the handling of the legal work incidental thereto.

Training necessary

THE preliminary training for the patent lawyer requires at least a high-school education before taking a law course. In most States the law course extends over a period of three years and covers the same texts covered by law students anticipating engaging in the general practice of law. Practically all law schools are now open to women. In addition to the law course the patent lawyer requires engineering knowledge, and, if possible, practical training. Some patent lawyers specialize in different work such as mechanical and electrical engineering. If the lawyer contemplates mechanical work, a course in mechanical engineering is desirable; if electrical work, a course in electrical engineering, either of which requires about four years. Practically all engineering schools are open to women. At least a high-school education is required preliminary to engineering work.

Opportunity for advancement

THERE is no limit to the opportunity for advancement in this profession so far as the work is concerned. The only limitation would be the ability of the woman to do the work. I would not recommend this profession to any girl who did not expect to make it a lifetime career. If the girl desires to utilize the time between school days and matrimony, this is no profession to anticipate, and the time for preparation and the studious attention required would be disappointing in results to one whose business career at most would be a matter of only a short time.

Financial return

IT is impossible to state a minimum and a maximum return in this work, as results must necessarily depend upon the capacity and efficiency of the individual. The minimum fee charged by attorneys is generally $50 for the simplest cases and from that upward into thousands of dollars for more complicated cases.

Qualifications desirable for success

THE qualifications for success generally do not differ from other occupations. Knowledge and efficiency will make for success in any business. Ability to do work of this kind would be greatly enhanced by a natural ability and keen interest in mechanics. Unless the individual has some natural ability in this line I would consider it quite impossible to progress very far.

Advantages and disadvantages

THE advantages of an occupation of this kind are unlimited. The patent lawyer meets all classes of people, those of poverty and those of wealth. Many of the best inventions ever developed originated in the brains of poor people. Patent litigation is rarely conducted between poor people, most always between corporations.

I cannot state that I know of any disadvantages in this profession such as hours, confinement, etc., as the patent lawyer is able to control his or her own time and arrange time for recreation and other interests, the same as the head of any business.

Supply and demand

THERE is an increasing demand for patent lawyers, as there are more inventions made and patented and more patented articles being manufactured to-day than ever before in the history of the industrial development of America. The history of the development of inventions as disclosed in the Patent Office shows a constant and gradually increasing number of inventions by inventors all over the world. There is no question but that America leads the world in the production of new ideas and the commercial development of them.

I am informed that there are about 7000 lawyers in the United States who have specialized in the practice of patent law.

Reading

As suggested readings, after completing the courses in law and engineering I would advise the young lawyer to read the most up-to-date books on such branches of mechanics as would pertain to the progress of the particular art specialized in. Also read as many different mechanical and electrical engineering magazines as time will permit.

General

A GIRL upon finishing her elementary education should determine as definitely as a boy what her future life interest is to be. Home-making should be encouraged, but personally I am a firm believer that all women were not intended to be mothers any more than all men were intended to be fathers. If that question can be settled by the girl at the time when her education should be directed along lines best suited to her mental equipment, and she decides upon a business or professional career which will require years in establishing, I know of nothing that can equal the opportunities afforded in this profession, to say nothing about the wonderful fascination that each new case presents to the person whose interest centers around the progressive things of the world. It will be observed that every step made in the progress of the world is based upon an invention, an idea only, as it originated in the mind of some individual who thought it out, built it into tangible working form, developed it, gave it the care and attention that a mother gives to a child, and finally presented it to the world as his or her contribution to the art to which it belongs, the inventor through the commercial utility of his invention securing his financial reward, and from the Government securing a monopoly upon his invention for a period of seventeen years. These are the things that fascinate the imagination and stimulate the individual to greater achievement, and to me they have been a never-ending joy in my work connected with inventions for more than a quarter of a century, for I was interested in inventions before I was admitted to practice law in 1895.

THE PROSECUTING ATTORNEY

FLORENCE E. ALLEN

Assistant Prosecuting Attorney, Cuyahoga County, Ohio

Description of occupation

The description of the office of prosecuting attorney herewith given is taken from the office as it exists in each county in the State of Ohio. The duties of the position may vary in other States. The prosecuting attorney is sometimes called the State's attorney.

The occupation of prosecuting attorney is, of course, an occupation which only a lawyer can fill. It has two sides, the civil side and the criminal side. Upon its criminal side, the occupation of prosecuting attorney consists in prosecuting criminals upon the behalf of the State. The work done comprises the hearing of evidence upon criminal cases in the grand jury room, preparing indictments, the study of cases for trial and the actual trial of men charged with crime, drawing up briefs and delivering arguments upon appeal of cases to the higher court.

Upon its civil side the occupation includes giving advice upon every variety of legal question arising concerning the creation and government of subdivisions of the State such as townships, municipalities, and counties, and also includes giving legal advice to political boards and bodies such as county boards of elections and county commissioners.

In the performance of these civil and political duties the prosecuting attorney is often compelled to file suits, appear in court, and conduct trials.

Training necessary

No especial training is necessary for this position except a course in some good law school and a moderate degree of experience in the practice of law, possibly from three to five years' practice.

Formerly the best law schools did not admit women, but many of them have recently removed this bar. Michigan University, Chicago University, Columbia University, New York University, and Leland Stanford University are among the best-known institutions which admit women to their law courses. In some of these schools, notably Chicago University Law School, the training is post-graduate. An undergraduate student who contemplates entering a law school which demands a preliminary college degree will find it advisable while in college to specialize in history, economics, political science, and sociology. Any girl who can arrange to spend a year in a law office before she enters a law school will derive far greater benefit from her law course than if she enters law school immediately after graduating from college without practical experience in legal procedure.

Admission to the bar is, of course, a prerequisite to practice in any State and is governed by the rules in each State.

Opportunity for advancement

There is at present little opportunity for advancement for women in a prosecuting attorney's office. In a large prosecuting attorney's office there are usually several assistants and one of these is usually the head assistant. The head assistant has more responsible duties and usually a larger salary than the other assistants. It might be possible at some future time for a woman to hold the position of first assistant prosecuting attorney, but it will probably be a very long time before any woman will actually be prosecuting attorney. In a small prosecuting attorney's office in less populous counties, the opportunity for advancement, that is, for promotion to the chief office in this occupation, would be even less.

Financial return

THE financial return of an assistant prosecuting attorney varies between $2500 and $4000, which is less than a woman can earn in private legal practice.

Qualifications

To be a successful prosecuting attorney, in addition to being well grounded in the elements of the law, one must be careful, painstaking, and accurate and have some knowledge of how to state and plead a case logically, vividly, and concisely. Understanding the nature of criminal cases, foreseeing the tricks which opposing lawyers will use, and consequent quickness in rebuttal and argument, will come with practice.

Advantages and disadvantages

THE advantages of this position are the wide contact which it affords with varying phases of life, with different classes of people, and the daily practice in trial work. The last-named advantage is by all means the greatest attaching to this position. The woman lawyer is working her way successfully, but she usually does not yet secure relatively much trial work. Her practice lies rather along the lines of consultation and negotiation. The daily contest over the trial table sharpens a lawyer's wits, puts her at ease before court and jury, and gives her a self-confidence in trying cases which nothing else can produce. For the trial practice alone it would be an advantage to almost any woman lawyer to act for some time as prosecuting attorney.

The main disadvantage of the work is that after several months it becomes routine. Most criminal cases are strikingly alike. Also, if one remained in office for a period of years she might become hardened and tend to believe all men accused of crime to be criminals.

The hours are not heavy. They range as the hours in any other office, from about nine to five. While trying cases, however, one must forego the elasticity of private practice. A woman is never master of her own time while engaged in court.

Supply and demand

The number of women in this field is very limited. I have heard of but two women who hold a similar position, one in California and one in New York.

With the advent of full and nation-wide woman suffrage the demand for women prosecutors will of course increase. As there is a prosecuting attorney or State's attorney in every county or similar subdivision in each of the forty-eight States, after national woman suffrage is secured there ought to be a large number of openings in this field.

THE WOMAN LAWYER

DOROTHY STRAUS

Member of the New York Bar

Description of occupation

It is difficult to give any description of law as an occupation because the activities of men and women trained in the law are as various as human relationships. Usually, however, the term "lawyer" is applied to an individual who has met the requirements prescribed by the statutes of the several States, has passed the so-called "bar examination," and has been given a license by the State admitting him to practice law within its jurisdiction. Thereafter he may engage either in "court work," which means conducting cases in the courts from the lowest to the highest court of appeals within the State or before the United States Supreme Court; or he may do "office work," by which term is meant the preparation of legal papers of all kinds, conferences with clients, the organization of business enterprises, attendance at meetings, consultations and correspondence. Most lawyers combine both these forms of activity, although there appears to be an increasing tendency to differentiate along the lines established in England, a tendency appearing somewhat more noticeably in the larger cities than in other parts of the country. Connected with any kind of law work is a great deal of legal research, for no man is so learned in the law that new points or new phases of statute or procedure do not constantly present themselves. Continuous study is essential.

In addition to the regular practice of the law, a legal training has been found extremely useful for all kinds of social, political, and industrial research and activities. Many of the prominent organizations have associated with them either admitted attorneys or persons with some legal training whose usefulness lies mainly in the fact that their familiarity with the law and legal methods aids the organization in preparing its legislative programme or in weighing and classifying information. Many business houses have also found the association of a lawyer a valuable asset. There are, therefore, many fields open to a girl who proposes to take up law as a career, and the choice will depend greatly upon her individual circumstances, and perhaps the locality in which she begins her activities. Her own inclinations and personal fitness will likewise have a vital bearing on the particular use she will make of her legal training.

Preparation necessary

It is impossible, within the limits of this brief article, to specify the preparation or training necessary. This varies with the individual schools, of which there are some 129 in the United States, 27 of them not open to women. The entrance requirements of these schools differ greatly, some making a college education an absolute prerequisite, while others do not demand even high-school training. The length of attendance required differs in the same way. The Bureau of Vocational Information of 2 West 43d Street, New York City, in its pamphlet, "Women in the Law," shortly to appear, has fully analyzed all of these requirements, and is not only in a position, but is ready to give the fullest information concerning the individual schools. It is suggested that for such specific information inquiry be made of the Bureau.

Opportunity for advancement

In discussing the opportunities for advancement and the returns which a prospective woman lawyer may expect, it must be remembered — and this is perhaps the most fundamental thing to be remembered in connection with law as a career for women — that it is still a *pioneer field* for women. Perhaps the reason for this will appear when it is known that the first time a woman was graduated from a law school in the United States was in 1872, when the University of Michigan gained the proud distinction, and that only 1599 women, according to the best records obtainable, have ever been admitted to practice law in all of the States of the United States in the period from 1872 to March, 1920. Moreover, a large number of women who have been admitted and are entitled to practice do not continue in practice, or else do other work, such as stenography, using their law training merely as an aid to advance them in other fields. It may, therefore, safely be said that the number of women actually practicing law in the country to-day is perhaps less than one half of the number who have been admitted to the bar.

Financial returns

The financial returns, as in other professions, are not the chief returns to be expected. A lawyer, man or woman, will begin with a salary of $10 or $15 a week. The rest is entirely dependent upon the individual, but it may be said, from the statistics available, that very few women have made more than $6500 a year, and that the average earnings are between $1800 and $2000. On the whole, these amounts do not compare unfavorably with the amounts earned by men. A few years ago it was reported that among the 15,000 lawyers in New York City, the average earnings were $1500 a year. It may, therefore, be said that no woman has as yet achieved the high place in law that some men have attained, but when we compare the few years during which women have been entitled to practice with the centuries in which men have pursued the same occupation, the result is not surprising. In this connection it is interesting to note that women have been admitted to practice only recently in all of the States of the United States; that, as a matter of fact, no woman has ever been admitted to the bar in Delaware, although women are entitled to admission; that women are only now being permitted to practice in England; and that their admission to practice in France does not antedate their admission in the United States.

Advantages and disadvantages

The chief satisfactions to be gained by a girl who proposes to become a lawyer must, therefore, be sought, not in the amount of money which she can acquire and accumulate, but in the work which she will be able to do, in the contact with human relationships and affairs which the practice of the law inevitably brings with it. In our present organization of society, lawyers are nearly always at the very heart of all movements, organizations, and activities. The opportunity for a woman to participate in these, while perhaps less than that of a man, is greater than it has ever been in the history of the world, and therefore the extent of her participation will, in a large measure, depend upon her own ability and energy. She must be able to carry responsibility, to make sure and firm decisions, even mistakes, to adapt herself to varying needs and personalities, to initiate and to organize.

The acquisition of these qualities depends largely upon experience, and no amount of preliminary training can supply them in an individual without an inherent measure of them. The more education, in the ordinary sense, that a girl has, the easier it may be for her in the end, but a comparison of the histories of the women who have thus far succeeded in the law indicates that no specific training is a guarantee of success and that a substantial career may be built more safely upon individuality than upon any particular form of learning.

The chief questions that a girl about to become a lawyer should ask herself are these: "Have I the energy, the endurance, and the real interest in the work I am about to do to meet the many obstacles and discouragements which I shall inevitably encounter? Shall I find such satisfaction in this form of self-expression that I am ready to undertake the pioneering work which a woman lawyer must still carry on in our present society?"

LIBRARY WORK

THE CHILDREN'S LIBRARIAN

ALICE I. HAZELTINE
St. Louis Public Library

Historical development

THIS department of work in public libraries is of comparatively recent development. The ideal of adequate service to every member of a community upon which a library depends for support has necessitated consideration of special groups, of which children form the largest and most insistent. Indeed, in the beginning some libraries were forced to make provision for them in order not to interfere with the comfort and pleasure of adult readers. About twenty-five years ago, however, a number of libraries began to organize work with children, making of it a separate department, that it might be done thoroughly and intelligently. It has become an integral part of the work of American libraries and demands specialized training and equipment even inside the library field.

Description of occupation

THE purpose of this specialized service is to furnish each child, as far as may be, a substitute for a library of his own and to so train him in the habit and understanding of the use of a public library that he may as an adult make intelligent use of all its resources. The ideal is that each child may have at all times the best books which he is capable of enjoying — picture books, fairy tales, stories, whether of history, adventure, or every-day life, the best books of information on all subjects, the best of world literature which has become children's own, and, further, that he may cultivate such standards of taste that when grown his enjoyment of the world of print may show discrimination and judgment.

A children's librarian may have charge of a children's room, in the main building of a large library system, in a branch library, or in a library in a smaller town. To the children's rooms come children of all ages, with varying interests, with numberless questions. They witness to the drawing power of the printed page. Part of the fascination of this work comes from the fact that to this room with low shelves, low tables, comfortable chairs, a room well stocked with books and planned with a view to artistic effect and practical convenience, the boys and girls come voluntarily, because they really want something that the library can give. Again, a children's librarian may have charge of library work with schools, including work with teachers and the selection and placing of small collections of books in classrooms or school buildings. She may have charge of a system of home libraries — small collections placed in homes in poorer districts where children of the neighborhood come together for group meetings. She may become a specialist in story-telling on the staff of some large library, or she may organize a whole system of reading clubs for older boys and girls. She may have charge of all work with children in a smaller or larger city, or in a State through the State Library Commission.

Preparation necessary

A CHILDREN'S librarian needs training in the principles of general library work plus courses of study in children's literature and methods of work with children, and, in addition, sufficient practical experience to enable her to undertake independent work. All of the library schools of the country give brief courses in work with children, although they do not all offer specialized training, and graduates of these various schools have successfully filled many positions in this field. Specialized training is very much to be desired by any one entering this work, however. The Carnegie Library School, Pittsburgh, Pennsylvania, offers a special course in library work with children and one in school library work. Each course is one collegiate year in length and its satisfactory completion is recognized by a diploma. Candidates who are graduates of universities and colleges with a recognized high standard may be admitted without examination. Others are required to pass an examination in literature, history, general information, and two foreign languages. Graduates of general library schools often enter the Carnegie Library School for specialization in children's work. This year a special short, intensive course is being offered to those who have had the general training. The Cleveland Training Class for Library Work with children conducted by the Cleveland Public Library in coöperation with the Library School at Western Reserve University admits students who have had one year in a library school or such knowledge of library methods as may be gained by several years of service in a well-organized library. Both theoretical and practical training are emphasized, two mornings a week being given to class instruction, and about thirty-three hours of work in a children's room required each week. A salary is paid for this practice work and a certificate is granted on completion of the course. Undergraduate courses in literature, history, sociology, and psychology are of special value to the young woman who is planning to enter this profession, and the completion of the full four years' work is desirable. A knowledge of foreign languages is an asset, though not of so great importance as in adult work.

Opportunity for advancement

THIS is largely along executive lines, from assisting in a children's room to taking charge of it, then to managing a division or a department. Experience in children's work is also of value to those in executive positions which include work with both adults and children.

Financial return

This is not at present so great as in the teaching profession, but an adjustment of salaries is now being made which is likely to make less disparity. In general the minimum salary of assistant children's librarians ranges from about $840 to $1020 a year, with a maximum of about $1140; of children's librarians in charge of children's rooms, a minimum range of about $1140 to about $1260 a year, with a maximum of about $1380 to about $1680. The maximum in executive positions is $2000 or more. Vacations of about one month, with pay, are usual.

Qualifications necessary

A knowledge of books and an understanding of children are prime requisites of the successful children's librarian. Ability to choose books for children demands an appreciation of literary values, a consideration of the practical uses of certain kinds of books, and a comprehension of what a child really likes. A children's librarian should be one to whom children naturally turn for suggestion and advice, one whose interests and sympathies are broad enough to meet the needs of the individual child and to gain an insight into conditions of child life of the community. The work demands good health, quickness of thought and action, patience, resourcefulness, a sense of humor, ability to work easily with others, and, in the higher positions, executive ability. A fund of general information is needed in this as in all kinds of library work.

Advantages

The children's librarian comes in contact with others interested in various phases of education and child welfare, with parents, teachers, settlement workers, probation officers, and social workers in various positions. Her interests are wide and varied. To those who enjoy being with children in a relationship which has little of the formal and which enables one to meet them in a simple, direct, spontaneous way the profession has a great charm. This is a compensation for the somewhat shorter hours and longer vacation enjoyed by teachers. Most public libraries now require a working week of from forty to forty-three hours.

Supply and demand

THERE are now probably several hundred children's librarians in the United States, perhaps somewhere between 250 and 600. There has never been a time when the supply has equaled the demand, and as far as may be seen now, this condition is likely to remain the same for some years to come, as children's library work will probably be developed on a larger scale than heretofore, and new and interesting positions will demand expert children's librarians. There are openings in all parts of the country.

Service to society

PERSONAL influence in guiding the reading of individual children is scarcely to be measured. Through story-telling and through reading aloud to groups of children it is possible to draw attention to the best literature. As a factor in democracy, the library where every child may come with his eagerness for "a good book," and as a part of the new educational programme which places emphasis on the effort to give the individual child training which he is best fitted to use, library work with children has its definite place in service to society. The children's librarian has a part in a movement which touches life at many points, which is, we believe, being broadened and deepened from year to year, and which looks to the future through the opportunities offered to every boy and girl.

Suggested reading

LIBRARY WORK WITH CHILDREN:

"American Public Library" — A. E. Bostwick.

"Library Work with Children" — A. I. Hazeltine, ed. (Classics of American Librarianship).

"Manual of Library Economy," chapter 29—F. J. Olcott.
"The Children's Library" — Mrs. S. H. Powell.

CHILDREN'S READING AND STORY-TELLING:

"How to Tell Stories to Children" — S. C. Bryant.
"Fingerposts to Children's Reading" — W. T. Field.
"Telling Bible Stories" — Mrs. L. S. Houghton.
"What Shall We Read to the Children?" — C. W. Hunt.
"Literature for Children" — O. Lowe.
"Story-Telling; What to Tell and How to Tell It" — E. Lyman.
"Children's Books and Reading" — M. J. Moses.
"Children's Reading" — F. J. Olcott.
"Art of the Story-Teller" — M. L. Shedlock.

THE INDUSTRIAL LIBRARIAN

EDITH PHAIL

Industrial Librarian, Scovill Manufacturing Company, Waterbury, Conn.

Description of occupation

THE advantage of any phase of library work is that it never ceases to be interesting. It never reaches a state where it becomes monotonous. This is especially true of the special library work, or industrial library work. The Special Library Association adopted the following definition for a special library: "A special library consists of a good working collection of information upon a specific subject or field of activity; it may consist of general or even limited material serving the interests of a special clientèle and preferably in charge of a specialist trained in the use and application of the particular material."

Industrial library work can be divided into two distinct classes; the first, general library work applied to the whole industry, and the second, library work applied to a specific part of the industry. Preparation and training for the two should be entirely different.

Preparation necessary

In preparation for the first it is necessary to have four years of general college work and a post-graduate course in library science. A thorough knowledge of languages, preferably French and German, economics, psychology, sociology are necessary. A year or two in public library work before entering the special field would be a great advantage. This would create a respect for the public library systems and pave a way to coöperation between the special and public libraries.

The training to best fit a librarian for the highly specialized library work is a four years' technical course; for example, an engineer's or chemist's course. A director of one of the largest technical libraries in New York City made the statement that if he wanted a technical librarian he would get a person with chemical training and teach her library methods. In the highly specialized work a librarian usually works with a small group of people such as the chemists, electrical engineers, mechanical engineers, the sales department, or the executives of the business.

Library school training is given by any of the following schools:

California State Library School, Sacramento, California.

Riverside Library School, Riverside, California.

University of Illinois State Library School, Urbana, Illinois.

Indiana Library School, Indianapolis, Indiana.

Simmons College School of Library Science, Boston, Massachusetts.

New York State Library School, Albany, New York.

Pratt Institute School of Library Science, Brooklyn, New York.

Syracuse University Library School, Syracuse, New York.

Western Reserve University, Library School, Cleveland, Ohio.

University of Washington, Library School, Seattle, Washington.

Library School of the University of Wisconsin, Madison, Wisconsin.

Opportunity for advancement

The librarian who is interested in the general library work applied to a whole industry usually is the professional librarian. The preparation is such that the only thing in which she is a specialist is library work. She can advance just so far as her ability is able to work the library into a valuable place in the organization. This depends entirely on the attitude of the management toward the library and the insight and diplomacy of the librarian.

The librarian interested in applying library methods to a specific part of the industry may have ambitions, as stated above, or use the position of the librarian as a stepping-stone to a higher position in the organization. The position can be made a strategic point if the librarian so wishes it.

The one great advantage in the special library work is that the librarian has the privilege of making the position anything she desires, if she has the ability "to sell" the "library idea."

Financial returns

It is well for the librarian entering the special field to make inquiries of those in the work before stating the salary desired. Little can be said definitely about salaries, because standards for salaries are changing so rapidly. The maximum salary of the industrial librarian depends entirely upon the value of the library department to the organization. A business organization will always pay for the value received.

Qualifications desirable for success

The natural qualifications necessary for success in special library work are those necessary for success in any kind of work. They are, personality, good health, honesty, accuracy, adaptability, resourcefulness, and scope of vision.

The qualifications to be acquired are a fine business sense, level-headedness, keen insight, tact, diplomacy, and highly developed interest in people and their problems, aptitude for learning the business needs, and a forceful style in making written reports. The last mentioned is extremely necessary. It is the only way many executives have of knowing just what the library means in the organization.

Advantages and disadvantages

The advantages of the industrial library are many. Regular daylight hours, no night work, and half-holiday on Saturday is the usual schedule for the industrial librarian. The work with the people follows no set policy. It can be developed in the way best fitted to the librarian's personality and the firm's needs. Funds and means for promoting the work are unlimited if the librarian, in the terms of the business man, "can sell her proposition." The librarian is usually sent anywhere at the expense of the company if it will help in the development of the work. This includes conventions, visits to other libraries, etc. The work in the industrial organization keeps the librarian keenly alert and never becomes monotonous.

The hours are often longer than public library hours and the vacation period is shorter. The vacation periods are usually of two weeks. If a person entering the industrial library work does not have a keen fighting spirit, tenacity, diplomacy, and a good disposition, she had better choose another field of library work. It is a constant fight "to sell" the library idea, but it is always worth the fight. The library is also affected by the fluctuations in business. The position of the librarian is never as secure as it is in the general public library.

Extent of occupation

The field for special library workers is steadily increasing. There is no phenomenal growth, which indicates that the work has come to stay. There are never enough librarians to fill the positions in the industrial field. The positions are mostly in large cities such as New York, Philadelphia, Boston, Chicago, Cleveland, Detroit, and San Francisco. Boston alone has over one hundred special libraries.

Suggested reading

THE journals of the library world should be carefully watched. The important ones are "Special Libraries," "Library Journal," and "Public Libraries." The type of reading to follow will depend entirely on the kind of special library in which the person is interested. A person interested in financial libraries would read books on finance, banking, foreign exchange, economics, etc.; one interested in safety engineering would read books on accident prevention, safety, etc.; one interested in industrial library work would read books pertaining to the industry, factory organization, labor conditions, industrial service work, etc. The work in the different types of special libraries is so specific that only the preliminary training can be obtained before entering the field. Special reading and studying has to be done in order to fit the library to each particular industry. If the librarian does not find her niche in the special field, that by no means indicates that she is not a good librarian. Her qualifications may very readily fit her for the general type of library work.

THE LIBRARIAN

JUNE RICHARDSON DONNELLY

Vice-President, Professional Training Section, American Library Association

Description of occupation

LIBRARY service is a field particularly suited to women, especially college women.

As a social factor the library's influence extends to all the community interests, educational, industrial, civic, recreative, in their healthy, normal manifestations. That fact appeals strongly to the healthy-minded woman who wants to help in the world's work, but does not feel drawn to some valuable forms of service which are chiefly concerned with the ills of society.

The modern librarian is not simply a curator of books, but an active agent in establishing the most perfect contact between the book and the person who wants the information, help, or pleasure that book could give him.

The forms of library work by which this end must be accomplished are: the selection of books, ordering them, arranging them in a way which will enable them to be used easily, cataloguing them, lending them for home use, and furnishing expert service in looking up information through the reference aids that a library has.

The public library has the most general clientèle, serving all alike.

Work with children, or in the high-school or college library, or in the library now so common in business and industrial concerns, all present interesting problems of adaptation to the needs of a special constituency.

Library work in hospitals, where the therapeutic value of reading is recognized by medical men, is a new and important development.

Extent of occupation and opportunity for advancement

ALL parts of the United States and Canada are included in the geographical range for this occupation. Through the agency of library commissions, libraries are increasing in number in rural districts and the branch systems are intensifying the work in densely populated cities.

The American Library Annual lists over 5000 libraries in the United States and Canada, employing from 1 to 1300 people each.

The United States Bureau of Education, Educational Directory, 1919–20, part 6, lists about 1750 public and society libraries.

Not every one who "works in a library" is a librarian, by which term we mean those whose occupation is actually with the book and its use; so to say that there were about 16,000 employed in libraries would give little index to the extent to which this occupation would give opportunity to the college-bred, professionally trained woman.

It may be a better indication to say that at present there is a serious shortage of such people, so that many positions are vacant, therefore the openings for the individual and the prospects of advancement are abnormal. Though this should not last, a steady normal development of the field is to be expected.

Qualifications and preparation

The qualifications vary with the special position, but the main natural ones are good health, energy, quickness of comprehension and action, accuracy, neatness, adaptability, interest in people, ability to do teamwork, and qualities of leadership.

In addition to the natural qualifications a good education, which has resulted in an appreciation of books, and a sound technical training in library science are desirable.

For general education a high-school education is the minimum, and college degrees are being demanded more and more, while any specialization beyond that is an asset.

Many fine librarians have developed through experience alone, but in the last thirty-five years library schools have sprung up, so that theories and their application may be taught in the approved method of present-day vocational and professional education in order that later the practical experience may be more quickly fruitful.

The American Library Annual lists each year "Library Schools and Short Courses." In the short courses are good apprentice courses, such as those of the Springfield, Massachusetts, City Library Association, or the Brooklyn Public Library.

There is an Association of American Library Schools which has certain standards, such as that they must give at least a one-year course, training for general work rather than for one library, have certain qualifications in their instructing faculty, and so on.

Its members are:

1. Carnegie Library School, Pittsburgh, Pennsylvania.
2. Library School, Carnegie Library of Atlanta, Georgia.
3. Library School of the New York City Public Library.
4. University of Wisconsin Library School, Madison, Wisconsin.
5. Library School of Western Reserve University, Cleveland, Ohio.
6. New York State Library School, Albany, New York.
7. Pratt Institute Library School, Brooklyn, New York.
8. Simmons College, School of Library Science, Boston.
9. Syracuse University Library School, Syracuse, New York.
10. University of Illinois Library School, Urbana, Illinois.
11. Los Angeles Public Library School, Los Angeles, California.
12. University of Washington Library School, Seattle, Washington.

6, 10, and 12 admit only college graduates, as does 8 for its one-year degree course. 6 and 10 have a two-years' course leading to the B.L.S. degree.

The others vary; 2, 3, 4, 5, 7, 11, admit high-school graduates on examination, yet a large per cent of the applicants are college graduates, and some of these schools admit such on their degrees.

1 and 8 give one year of library science in connection with three years of academic college work, leading to a degree in four years. 1 has also a non-degree one-year general course, and a year of training for library work with children.

Several other California institutions have less standardized courses and the St. Louis Public Library maintains a good school.

An article by Miss M. E. Baker in the May 15 "Library Journal," on "Prevocational Training for Librarianship," analyzes the courses suggested or required for entrance to the schools. They may be summed up as, English, foreign languages, economics, social sciences, history, science.

Financial return

The salaries have been inadequate for the qualifications and services, but the same reorganization that is affecting teachers' recompense is taking place in the library profession. They are rising steadily. The movement varies in pace in different sections and unfair inequalities still exist, but the increased demand and a growing appreciation of the librarian's value in the business field give promise of continued improvement. Trained people without experience are commanding from $1100 to $1600 or more. Those with experience receive more. The majority of salaries are doubtless below $2000, but many individuals receive more, from $2000 to $10,000, which last is that of only a few men directors of large libraries.

Disadvantages

The chief disadvantage is the irregularity of the hours, and the frequent night and Sunday work. Forty to forty-five hours are the normal week with one month of vacation.

Suggested reading

Conditions of library work are changing so rapidly that old material is nearly useless. A few articles have been included which give the spirit well, but none of the statistics in them should be considered. For salaries nothing before 1919 is of any use. The best references are starred.

* "American Public Library" — A. E. Bostwick, 1917.
"Superstructures." — W. N. C. Carlton, 1918.
* "Are you Seeking a Vocation?" — Carnegie Library School, Pittsburgh. 1920.
"Women in Library Work" — J. C. Dana. (In his "Libraries," pp. 171–79). Reprinted from the "Independent," August 3, 1911.

"Opportunities for College Women in Library Work" — M. E. Hazeltine. (In the "Bookman," February, 1916, 42: 685–91.)

"Librarianship an Uncrowded Calling" — New York State Library School. 1911.

Pacific Northwest Library Association. Report of the special committee on salaries. March, 1920.

"Training for Librarianship" — M. W. Plummer. 1913.

Simmons College, "Vocational Opportunities." 1919.

** University of Washington Library School Alumni. "A Call to Librarianship." 1919.

"War Libraries and Allied Studies" — T. W. Koch. 1918.

"The Public Library and the Public Schools" — L. P. Ayres and Adele McKinnie. 1916.

University of Wisconsin Library School. "Apprentice Course for Small Libraries."

** *Note.* The catalogues of the various Library Schools are issued annually.

Children's work.

"Library Work with Children" — A. I. Hazeltine, ed. 1917. (Classics of American Librarianship.)

"Library Work with Children" — F. J. Olcott. 1914. (American Library Association Manual. Reprint, chapter 29.)

"The Children's Librarian and her Training" — S. H. Powell. (In her "The Children's Library, a dynamic factor in education," pp. 255–71. 1917.)

THE MEDICAL LIBRARIAN

GRACE W. MYERS

Librarian, Treadwell Library, Massachusetts General Hospital

Description of occupation

A MEDICAL librarian has charge of a library containing only literature upon medicine, surgery, and the allied sciences; i.e., anatomy, physiology, bacteriology, medical chemistry, medical biography, etc. The actual work does not differ materially from that of any other librarian, unless the library be located in a hospital. In this event, the library is practically a center of information not only in regard to medical topics, but in regard to everything which has to do with the institution, from its establishment and early history down to information concerning the last appointment on its staff.

Training necessary

A REGULAR library school training is always an advantage, though there are untrained librarians who have done notable work. Among the principal training schools are: the Pratt Institute, Brooklyn; Simmons College, Boston; and the Library School at Albany, where there is a large medical library; Columbia University, and the University of Chicago. Some of the schools give summer courses, consisting of a few weeks of intensive training; these, however, are usually intended for those who have had some experience in library work. The length of time for a full course of training varies from one to four years, according to the amount of preparatory work.

For a medical librarian at least an elementary knowledge of Latin and Greek is most desirable on account of the many derivatives in medical nomenclature; German and French are necessary, for translating purposes and in the compilation of lists of bibliography; Italian also will be found very useful.

Any librarian should be a first-class English scholar, should understand typewriting, be able to read proof, and stenography will be found a distinct asset.

Opportunity for advancement

THE call for medical librarians averages well with that for other special libraries. Opportunities for advancement depend upon ability and aptitude for the work. Salaries run from $1200 per year to $2500. Translators and compilers of bibliography can command good pay.

Qualifications desirable for success

NATURAL qualifications include a pleasing personality, a low, quiet voice, patience, a good memory, a quick understanding, and plenty of tact. Acquired qualifications are neatness and accuracy in work; a perfectly plain, legible handwriting, preferably vertical; a thorough knowledge of the contents of one's own library, and the ability to turn quickly to material wanted; good executive ability, and the habit of scanning.

Advantages

THE possibility of acquiring a vast amount of scientific knowledge; association with men of ability, often distinguished in their profession; the opportunity to assist younger women who may desire to follow the vocation; the contact, through the Medical Library Association, with other medical librarians. Hours are usually good, and there are no disadvantages worth mentioning.

There are very large medical libraries in some of the principal cities of the country, such as the Library of the Surgeon-General, at Washington; the Academy of Medicine, New York; the Boston Medical Library; Library of the College of Physicians, Philadelphia; Library of the Medico-Chirurgical Faculty of Maryland, Baltimore; and those connected with the large universities which support medical schools. There is a demand for county medical libraries in districts where there is no large city conveniently near.

Reading

THERE is no textbook for the medical librarian, but in periodical literature there is much that is worth reading. See the files of the "Bulletin of the Medical Library Association," the "Medical Library and Historical Journal," and "Modern Hospital"; also many of the essays of the late Sir William Osler.

Demand for record librarians

IN connection with medical libraries it may be well to mention the growing demand in hospitals for record librarians; i.e., women to take charge of clinical records. This is a position which in some hospitals is combined with that of medical librarian. The only training for it is to be had in a hospital where a good system has been established, and where it is possible to take theory and practice together. A thorough knowledge of elementary anatomy, and of medical and surgical nomenclature, is necessary for this work, and a knowledge of the special cataloguing and filing connected with it. The work is not generally known, but pay is good, and as one's knowledge increases a larger salary can be commanded. The compilation of medical and surgical statistics is required.

LITERARY WORK

THE BOOK-REVIEWER

HELEN BISHOP DENNIS

Boston Herald

Description of occupation

In order to make this information helpful, it is necessary to point out the difference between a book-reviewer and literary editor. Nearly every first-class newspaper has a literary editor, who is assisted by several book-reviewers. The literary editor's is an executive position. He has charge of the book supplement or book page, as the case may be. He writes for it, plans it, and gets it out.

I do not think it necessary to say more about the work of the literary editor, since, so far as I know, there are no women employed in that capacity on any of our newspapers. I believe there are no opportunities for the woman undergraduate to consider. One large newspaper I know of would not have a woman as literary editor because, as they said, "The publishers and booksellers would not take a woman seriously." While this is irritating, and, personally, I do not agree with it, the facts in the case do warrant it somewhat. In ten years or so, of course, all this will be changed!

Book-reviewing is a different story. There are many women book-reviewers on the newspapers of the big cities. I should think that so far as the present "demand" is concerned, any newspaper with a literary department might offer an opportunity to the undergraduate. Some reviewers do their work at home. We will discount them, however, as being too far removed from the actualities of newspaper work. The women book-reviewers of whom I speak, including myself, are on the staff of the paper, and come regularly to the office every day.

We read and write reviews of the books allotted to us. If there is enough space, we do interviews with authors. We may also have a column of news items about books and authors to prepare for each book supplement.

Training necessary

To begin with, a wide acquaintance with literature is essential. As for education, in my own case I went through a public grammar school and spent two years at the Cambridge Latin School. Because of illness my school education went no further. At the age of eighteen I went as a stenographer into the offices of one of the leading publishing houses in the country. By that time, however, I had read practically everything by the great English writers, and in translation the works of the French and German. During the next few years I explored the Spanish and Russian authors. I spent the next seven years with these publishers, as, successively, stenographer, private secretary, advertising writer, and manuscript reader. The training and education I received there were invaluable. I am sure I learned far more than I should have at college. Therefore, although valuable, I do not consider a college education essential. During those years I also did some newspaper work at night, thereby learning the inside mechanism of writing for a newspaper.

This I regard as highly necessary for any woman who wants to write book reviews or anything else for a newspaper. The impractical writer is the bête noire of the newspaper editor. I suggest that the would-be book-reviewer — granted she has ordinary ability to write — first get a place as a reporter on a newspaper. A reporter finds it necessary to write just so much every day. If she is told to write something, and she knows there is a place in the paper which she must fill, she will somehow write, however badly. Later, she will find herself writing well. All this leads to the habit and ability of writing easily, simply, and concisely. A reporter also learns the important details of newspaper routine. Then, when she begins to do book reviews, she will write, not as an impractical outsider, but as a trained newspaper woman.

Opportunity for advancement

THERE is little advancement, so far as the newspaper is concerned. But good newspaper writing often leads to magazine work, and later to the writing of books.

Financial return

As for the financial return, that varies with individual newspapers. A book-reviewer, on the regular staff, may earn anywhere from $25 to $50 a week, according to her usefulness and the importance of the paper.

Advantages and disadvantages

THE advantages and disadvantages are those of all newspaper work, the former, I think, greatly outnumbering the latter. A woman on a newspaper is really on an equal footing with the men. She is in hourly touch with great affairs. She has an opportunity often to talk with the people who do big things in the world. She learns something every minute. She receives an unexcelled training, not only in writing, but in being a human being. The greatest disadvantage lies in the more or less irregular hours of work. Personally, I do not consider this a disadvantage; any one who wishes to succeed in any line of work keeps irregular hours.

Reading

I SUGGEST reading everything in print! Never neglect to read your own newspaper every morning. Read it thoroughly. Never forget that although you are a book-reviewer, you are, first, a newspaper woman.

THE EDITOR

MABEL ROLLINS

Editor, House Beautiful

Description of occupation

In discussing "The Editor," my remarks apply to the editor of a monthly magazine, as all of my personal experience has been with that type of work. There is a vast difference between editing a newspaper and a magazine. There is considerable difference between editing a weekly and a monthly magazine — a difference in the work and a difference in the type of man or woman needed for each.

It is difficult to give an accurate definition of the title "editor," for it is extremely variable. Theoretically an editor of a magazine is the one who directs the policy of the magazine and who orders the material to be used. There are, however, many publishing houses where the officers of the company direct the policy and where they hold the right to make final decisions about what appears in the magazine. They may or may not exercise this right. In some offices they do; in others they seldom interfere if the policy laid out is being followed and if the circulation of the magazine increases. In other firms the editor has practically entire authority. He is selected because he has given evidence of being the right one to edit the magazine; he is given a definite sum to spend on the magazine and he is left alone to produce a successful publication.

The actual work done by editors depends on the editor. Roughly speaking, they may be divided into three classes: First, the editor who reaches the office before any one else on the staff, and who is the last one to leave. These editors do a large proportion of the work — plan the policy of the magazine, read a large bulk of manuscripts sent in, work out the make-up of the pages of the magazine, and see every aspiring artist or author who comes in. At the other end of the line of editors may be found those who are at the office a very small part of the day, who pass all of the work over to the assistant editors. I doubt if there are many of these editors left to-day, for the magazines which they edited — theoretically — naturally fell behind and others were found who were more interested. Right here it might be said, however, that any one working with such an editor has a wonderful opportunity to learn all the phases of the work and to make more rapid strides toward the final goal of an editorship. Between these two extremes is the class of editors — and I think they are the most successful — who have learned to surround themselves with capable assistants who can relieve them from much of the detail and leave them free to turn their attention to the more important work.

Training necessary

WHILE most of the editors whom I know are college graduates, all are not, and the latter group are none the less successful. These men and women realized that an education is not limited by the academic studies within the four walls of a classroom. They have read very widely; they have studied human nature very keenly. It would seem to me that the courses in journalism, such as those given in Columbia University and other colleges, would be excellent preparation for one desiring to become an editor. Actual experience in journalism is considered an asset. The experiment is still too new, however, for one to have any data on this. Courses in English and history are particularly desirable for the student hoping to become an editor — the more the better. And the courses on short-story writing are invaluable.

Opportunity for advancement

ADVANCEMENT in the editorial field is not usually rapid. The number of full-fledged editors is of course limited by the number of magazines. Openings occur in three ways: the editor dies or becomes too old to continue the work; a woman editor marries and gives up her business career; the editor decides to enter another field. In the event of one of these conditions an opening is made for one of the associate editors of the same magazine or perhaps an editor of a similar but smaller magazine. The greatest opportunities are found in New York City, for there are found the most magazines. There are a few magazines in other cities, but even for these editors are usually sought who have received their training in New York.

Financial return

The salaries of editors are not as large as they ought to be. They are not as large as those in the more commercial lines. I know of two editors of large magazines who have within a few months deserted the editorial field to engage in advertising work. In one case this was due, I understand, directly to the fact that the editor did not feel he was receiving enough for his work, nor as much as he could make in the advertising field. The editor of one of the largest women's magazines is getting $10,000 a year; there may be one or two receiving a larger salary, but I am very certain there are not more. This would seem to be very near the present maximum; the minimum I do not know. One of the associate editors — a woman — on a large magazine is receiving $5000 a year, and it is fair to add that she has the privilege of spending a portion of each day writing stories, which net her nearly as much again.

Qualifications desirable for success

An understanding of human nature — sometimes natural and sometimes acquired — is absolutely essential to a successful editor, for the editor must know what interests the public to produce a magazine which the public will buy. A study of people's problems, a desire to help in the solution, in short a genuine love for people in general is at least desirable. There are commercial editors, but their magazines show it.

Advantages and disadvantages

The work is fascinating. You are dealing with people, even though only through the medium of a printed page. You are carrying them a message — whether it be a message of hope or inspiration, or only a bit of momentary entertainment to a weary one. You are helping to mould the thought of the nation (a big responsibility, for one never knows the far-reaching effects of articles and stories in a magazine). The editor meets people who are doing things in a worth-while way — leaders of the big movements, authors and artists. The number of people one meets and knows is limited only by the time one has available.

The hours of confinement are no longer than in any line of work where one is not in one's own business, and in some cases they are shorter. The editors of some magazines have an opportunity for limited travel which, of course, is always desirable.

The work of an editor is like any other work; it is what one makes it. The answer is to find out what work one really enjoys and then prepare for it.

THE HEAD OF THE EDUCATIONAL DEPARTMENT OF A PUBLISHING HOUSE

SARAH R. MARSHALL

Head of the Educational Department, Atlantic Monthly Press, Boston

Have you ever thought about becoming the head of the educational department of a publishing house, when planning to enter some occupation upon graduation? If you have not, this field of work which is now opening up for women, offers many advantages. It automatically continues one's education, as every new book has to be studied as it comes out. It brings one into direct contact with highly intelligent, intellectual, educated, and cultivated people. The hours are good. Usually they are from 9 A.M. to 5 P.M. on week days with an hour at noon for luncheon, and a half-day's work on Saturday. There are also numerous one-day holidays that shops and factories do not have. Two weeks' vacation are given in the summer, with pay. The business surroundings are usually quite attractive. You have at your disposal all of the advantages of the largest cities, such as good lectures, fine libraries, splendid art museums, and the best of music and theaters. Almost all of the large educational publishers have branch offices in such cities as Boston, New York, Chicago, San Francisco, and Atlanta, so one may practically choose the section of the country in which one desires to locate.

The field is large at the present time, for women are just beginning to demonstrate their ability to carry on this work. Up to a few years ago not many women had become, in name, heads of educational departments, though a number of them may have done the actual work while the masculine head was off taking a "much-needed rest," playing golf or fishing, or motoring around in the sunshine and fresh air, to create the new and necessary brain cells to enable him to do his work. But now, more and more presidents of publishing houses are waking up to the fact that women do not seem to require, or to demand, so many of these trips; that women come in punctually when the office opens in the morning; that women take only one hour at lunch-time instead of two or three; that women do not find it necessary to leave the office before the regular closing hour in the afternoon — in a word, that women are not only capable of holding such positions, but give a full measure of work, heaped up, pressed down, and running over. So that this is now a comparatively new and fresh field of work for women.

Preparation necessary

In training to become the head of the educational department, a thorough knowledge of good English is absolutely essential. Stress, therefore, should be laid upon this subject from the beginning to the end of the college course. The more one knows about English and American literature and the more good compositions and essays one can write, the better qualified one is to enter this field of work, for a large vocabulary and an intimate acquaintance with the meaning of the words one uses are necessary to compose the good business letters which have to be fluently dictated to stenographers — letters which will pull big orders from school boards and school superintendents. The fundamental principles of advertising should be studied as well as the practice of writing headlines, designing lay-outs, etc. A knowledge of stenography and typewriting is also helpful, for they often prove the entering wedge into a good office. It is also well to know a good system of filing. All of these subjects should be carefully covered in the college training.

The next step will then be to secure a position as an office worker in an educational house, for there is no post-graduate course that equals the actual experience that one will be able to obtain from doing this actual office work. It is better not to take a regular stenographic position or go into editorial work; for if one should prove to be a "good" stenographer, her chief is apt to keep her busy taking dictation and typing his letters, and she will not have an opportunity to learn much about the other work that is going on around her. Therefore, when applying for work, if the employment manager asks what you can do, look over toward the desks where half a dozen or more girls are sitting with stacks of cards in front of them, and say you "can do anything that those girls over there are doing." When you are given a position, make up your mind to prove to yourself and to your employer that you *can* do these things. Get acquainted with each girl and learn to do, by doing, the work of each, for you will need to know all about the details of the following when you are head: addressing envelopes, filling in names and addresses on form letters, filing catalogue cards, filing correspondence, operating the multigraph machine, multigraphing the circular letters, keeping stock of pamphlets and circulars, and keeping school lists up to date.

When your chief goes away to take the "rest cure," that will be your chance to do his work and to acquire some real executive ability. He will welcome your offer to make up "copy" for the cards and pamphlets to advertise the new books; to get estimates on them from various printers, and to read the proof when it is returned from the printer. You will also learn when and to whom to send examination copies of the textbooks, how to keep track of these copies, and how to follow them up. This "follow-up" work is very important. It must be carried on persistently, though diplomatically, from the time examination copies are sent until the adoption is secured. During this actual office training, you will also be able to learn when and how to go about securing "State adoptions." This means that there are certain States in the Union that appoint a State Board of Education to select and determine just what textbooks shall be used in the public schools of that State. It is, of course, of great advantage to publishers to get as many textbooks "adopted" as possible, as this secures the sale of these books throughout that specific State for periods of four, five, and sometimes eight years. To secure these adoptions, you must be able to show and prove to the State Board that the texts which your house publishes and which you submit for examination are not only equal to, but are superior to those submitted by other publishers. To do this, you must know your texts thoroughly, and believe in them implicitly, or you will never be able to convince others of their superiority.

Qualifications desirable for success

PATIENCE, perseverance, and the power to coöperate and work harmoniously with other office workers are very desirable qualifications for the head to possess. Poise, a pleasing personality, and the ability to meet prospective authors and customers and to put them at their ease, will enable you to sustain your position with success. If, added to these, you have ambition, enthusiasm, and the ability to concentrate on your work, you may rest assured that your employers will feel that they have been fortunate in securing your services.

Financial return

Salaries are, of course, dependent upon the amount of business you can secure for your firm. The minimum salary to begin is about $1800 per year, with specific agreement as to increases as you prove your ability. Publishing houses that do not employ men to represent them, or to travel and visit schools and Boards of Education, pay their heads of educational departments larger salaries, as a rule, than houses that employ field men, for where there are no field men, the head has to carry on more extensive correspondence and has to do more promotive work, and, as the house is at no expense for a traveling salesman, better salaries can be paid for the work done in the office.

Disadvantages

About the only disadvantage of this work for women is, that the work must be done indoors instead of in the open, but much of this disadvantage may be overcome by having one's office located so as to secure sufficient fresh air and sunshine from available windows.

Extent of occupation

The following are the largest and best-known educational publishing houses in which there may always be available positions:

Allyn & Bacon	50 Beacon St., Boston, Mass.
American Book Company	100 Washington Sq., New York City.
D. Appleton & Company	35 W. 32d St., New York City.
Associate Press	347 Madison Ave. (cor. 45th St.), New York.
Atlantic Monthly Press	8 Arlington St., Boston, Mass.
The A. S. Barnes Company	381 Fourth Ave., New York City
P. Blakiston's Son & Company	Philadelphia, Pa.

Bobbs-Merrill Company	Indianapolis, Ind.
The Century Company	353 Fourth Ave., New York City.
Columbia University Press	W. 116th St., New York City.
The Comstock Publishing Company	Ithaca, N. Y.
Dodd, Mead, & Company	449 Fourth Ave., New York City.
E. P. Dutton & Company	681 Fifth Ave., New York City.
Ginn and Company	15 Ashburton Place, Boston, Mass.
Gregg Publishing Company	77 Madison Ave., New York City.
Harper & Brothers	Franklin Sq., New York City.
George G. Harrap & Company	2 Portsmouth St., Kingsway W. C. 2, London, Eng.
Harvard University Press	Cambridge, Mass.
D. C. Heath & Company	50 Beacon St., Boston, Mass.
Hinds, Hayden & Eldredge, Inc.	11–15 Union Sq., West, New York City.
Henry Holt & Company	19 W. 44th St., New York City.
Houghton Mifflin Company	4 Park St., Boston, Mass.
J. P. Lippincott Company	E. Washington Sq., Philadelphia, Pa.
Little, Brown & Company	34 Beacon St., Boston, Mass.
Longmans, Green & Company	443 Fourth Ave., New York City.
The Macmillan Company	64–66 Fifth Ave., New York City.
G. & C. Merriam Company	Springfield, Mass.
Newsom & Company	73 Fifth Ave., New York City
Oxford University Press	35 W. 32d St., New York City
The Palmer Company	120 Boylston St., Boston, Mass.

George Philip & Son, Ltd.	32 Fleet St., London, E. C. 4, Eng.
L. L. Poates Publishing Company	78 Walker St., New York City
G. P. Putnam's Sons	2–6 45th St., New York City.
Scott, Foresman and Company	623 S. Wabash Ave., Chicago, Ill.
Charles Scribner's Sons	597 Fifth Ave., New York City.
The University of Chicago Press	5740 Ellis Ave., Chicago, Ill.
Volta Bureau	35th St. and Volta Pl., Washington, D.C.
John C. Winston Company	Winston Bldg., Philadelphia, Pa.
World Book Company	Yonkers-on-Hudson, N.Y.
Yale University Press	New Haven, Conn.

THE MAGAZINE EDITOR

LEONARDA GOSS

Associate Editor, The Delineator, Butterick Publishing Co.

Description of occupation

EDITING ranges from the actual supervision of a publication down to the most obscure stage of preparing manuscripts for the printer. The actual work done varies with the stage an editor holds in the scale. The editor-in-chief plans the contents; orders and vouchers manuscripts; interviews writers; confers in matters of policy with the publisher, advertising director, circulation manager, and directs the work of the editorial staff. The assistant editors are vicegerents for the editor, carrying out details of the plan formulated by the chief of staff. Their work is creative to the extent that they can supply the editor with acceptable ideas to be incorporated into his or her schedules for future issues.

Preparation necessary

PRACTICALLY no school can train one for the business of editing, for editing, though partly a matter of technic, is still more largely a matter of relationships. These human contacts are made with heads of various departments of the publishing house, the composing-room, the proof-room, the art department, advertising department, and circulation department, and above all, with the millions who constitute the vast reading public of America's subscription lists.

The actual technic of preparing copy, reading proof, ordering engravings and half-tones (sometimes independently and sometimes coöperatively with the art director), planning page arrangements and making up the book finally when the monthly or weekly "closing date" arrives, are details which can be learned to a certain extent in any college or university giving really practical courses in journalism. Almost all the better State universities offer such courses, and the tendency is to lift them out of the field of academic English and make them agree with the actual journalism of New York or Chicago.

As a foundation on which to build the courses in journalism, a cultural education has its advantage, though when one is actually at work, most academism must be relegated beneath the threshold of consciousness. Some of the best editors boast no A.B.'s, but are gifted with an almost intuitive knowledge of human nature and its wants, and hold with that the graduate degree of a vivid, wide knowledge of many kinds and classes of people.

Opportunity for advancement

USUALLY the opportunity for advancement in editorial work is swift. As almost all training must be gained in the work itself rather than in schools, colleges, or universities, an editor, so trained, has an equipment that promotes her at once to the place higher up when its occupant, in what Kathleen Norris has called the "merry-go-round of editors," passes on to such an Elysian field as the independent life of a free-lance writer.

Financial return

The salary depends on the editor and the firm for which she works. In New York, the publishing center of America, the salary covers a gamut from about $15,000 a year with, perhaps, a Christmas bonus, to $18 a week to the newly apprenticed general-utility person on the staff.

Qualifications desirable for success

The editor must be equipped by nature with an inborn understanding of people; with an inspiration both practical and visionary; with a sense of drama and with the "nose for news" essential not only for directing the woman's page on the morning or evening daily, but also for the weekly or monthly magazine. A broad general education capped by special courses in journalism can help her develop skill to judge swiftly the technic and the human appeal of fiction or article. At her desk, once she is at work in the editorial office, her power to scan the typed or printed page with swift but unfaltering accuracy is one of her greatest assets. That power is a function of the trained mind. It can be intensified by concentrated application to such office details as manuscript reading and proofreading, for no matter how exalted her editorial position may be, she will have the typed and the printed page always with her. To be able to cognize its most essential detail almost with one swift glance is a degree of development won only after years of dealing with type.

Advantages and disadvantages

To one who has really a basic, deep interest in people, editing is a supreme pleasure — for even office work means almost a day-long series of conferences with visitors or associates. One goes, to-day, to an author's tea, to-morrow to a social conference, next day to a luncheon of political leaders. One dines on the Avenue or on the East Side. One receives at one's office autocratic, successful authors or humble beginners eager to accept either advice or encouragement.

Perhaps the fundamental disadvantage is the irksomeness of the "desk job." The person who contents herself with that usually is hoping for the day when she shall be free to do the writing that the lay public always firmly believes is the chief part of the editing trade, but which is rarely its concomitant.

Power unlimited for good or evil is in the editor's hands. Perhaps only those to whom power, as such, is meaningless, should be trusted by the Fates with editorial sway. The personally ambitious editor is a threat to society. His or her control over the millions who believe, literally, every word of the printed page, is almost hypnotic. But the one who, despite the limitations of commercial organizations, still holds to a fragment of idealism, is a potent force in the nation's well-being.

Supply and demand

In the field of magazines the demand for trained editors is limited. Outside New York there is little opportunity, for New York is the heart of the publishing world. Editing the woman's page of the dailies, however, is not limited to Boston or Chicago or New York.

Reading

So little of editing can be learned outside the editorial office that there is little preparatory reading which can benefit a neophyte. Bleyer's "Newspaper Writing and Editing" (Houghton Mifflin Company) is helpful to one whose face is set toward newspaper work. W. B. Pitkin's "Art and the Business of Story Writing" (Macmillan), or B. C. Williams's "Handbook on Story Writing," is valuable to the magazine editor who will sit in judgment on fiction. But bibliographies do not exist nor can they be compiled, for real books on editing are as yet unwritten. As for rhetorics, thesauruses, and one's college textbooks on English, their contents are best forgotten, exactly as the teacher in the schoolroom promptly forgets her textbook psychology and applies herself to learning the psychology of actual life.

THE PROOF-READER

ALICE E. EVANS

The Riverside Press

Description of occupation

Proof-reading is primarily, as the term implies, a reading given to printed sheets, known as "proof-sheets," for the purpose of correcting any errors made by the type-setter whose work is done from "copy" furnished by the author of the work to be printed. For the purposes of this article the discussion will be confined to the work of making books, as proof-reading for printers of books is more carefully done and comprises more than that done in "commercial" work, which includes circulars, advertising matter, etc., of a more ephemeral nature.

The "first proof" is usually taken from the long galley of type as it comes from the compositor or the machine and is read by the proof-reader, who marks, in the margin of the proof, all corrections of errors made by the compositor in spelling, punctuation, use of italics, capitalization, etc. This is done in conjunction with a "copy-reader," who reads aloud from the author's manuscript, the proof-reader following the reading on the proof. This is the routine of the reading, and if the "copy" has been carefully prepared for the printer the work is much simplified. However, in book-work the trained reader is careful to read the matter with the content always in mind and with a view to the discovery of faults more serious than those merely of spelling or punctuation.

In any work the proof-reader is supposed to note errors in statement of facts, faulty diction or construction of a sentence, improper use of metaphor, or inconsistent statements, misuse of words, or errors of similar nature. These are to be called to the attention of the author who is to see a corrected proof of the work. This method is usually followed unless the "copy" furnished by the author, as sometimes happens, is so faulty as to require editing, in which case it is usual to have the copy corrected before it is given to the compositor. Ordinarily the proof-reader is not expected to do more than correct typographical errors and to call the attention of the author to matters requiring change by him.

In book-work, in addition to the reading of the "first proof" another reading is given usually after the type has been "made-up" into pages. This reading is a silent reading and is done after the author or editor has made whatever changes he desires in the proofs submitted to him.

Preparation required

There is no school, to the writer's knowledge, giving actual training in proof-reading. The best preparation for the work is a thorough grounding in English, a large acquaintance with English literature and with the classics of all languages through the best translations if not from the originals. No knowledge, however remote, ever comes amiss to the proof-reader, as he is sure to be called upon to use it at some time.

A working knowledge of the modern languages, especially French, German, Spanish, and Italian, while perhaps not essential, is undoubtedly of great value and adds considerably to the usefulness of the proof-reader. In some branches of the work this knowledge is required, as in those printing houses where textbooks are made. In any case it is a decided advantage.

In addition, the capacity for taking infinite pains is needed, good eye-sight and the power of close observation of small details, a memory for dates, names, and events which can be relied upon for accuracy.

The training of a proof-reader can best be obtained by doing the actual work, as this method trains the eye for differences in the "faces" of type used in printing, for picking up the numerous details, too many to describe, with which the proof-reader must be familiar, and which must become so familiar to the eye as to be seen without conscious effort. With the preparation mentioned already, and given the natural aptitudes of good eyes and alertness, with meticulous attention to details, the training ought not to require but a few months.

Opportunity for advancement

THE question of the opportunity for advancement as a proof-reader is hard to answer. A good proof-reader is so scarce a product that when found the printer is loath to let him do anything else. It sometimes happens that an editorial position is open to a proof-reader showing critical taste and judgment. More often, however, he is apt to be retained where, in the opinion of the printer, he can do the most good.

Financial return

PAY for proof-reading has always been lower than the qualifications required for doing the work would seem to demand. This has in recent years been more or less changed, and while the pay is still not commensurate with the work done, it is much better, ranging in and around Boston from $25 to $40 per week in those plants doing book-work.

Advantages and disadvantages

THE contact of the proof-reader with his fellows is much like that in other occupations in business life. The work is necessarily an indoor occupation, often done under distracting conditions, as proof-readers have not usually separate rooms in which to work. The hours are usually eight, with a half-holiday on Saturday.

Supply and demand

THE demand for excellent proof-readers is an exigent one always. Proprietors of printing houses will all admit that first-class readers are in demand.

Reading

The most exhaustive book on this subject that the writer has seen in English is that of the late Theodore De Vinne, "Correct Composition," in the trilogy "The Practice of Typography," published by the Oswald Publishing Company, New York. This gives much that the proof-reader must know, and is sufficiently broad in its treatment of the subject to be used for general purposes.

THE TRANSLATOR

DORA MOLDENHAUER

Description of occupation

To the commonplace mind translating appears a dry, academic, and futile occupation. Yet to the chosen it is fascinating, creative work, appealing with equal force to the literary as to the scientific intellect.

Translating presents both technical and mental difficulties. The external characteristics of any language, the variety and weight of its vowels, the cadence of its words, the rhythm of its sentences, are the purely technical features which in translating may change the meaning of any text because one language is altogether different from another. This "alienism" between two languages is generally keenly felt on account of personal limitations in trying adequately to render thoughts, feelings, emotions, and passions which, though common to all human beings, are most difficult to translate.

Good translations are rare. "A good translation is that in which the merit of the original work is so completely transfused into another language as to be distinctly apprehended and as strongly felt by a native of the country to which the language belongs as it is by those who speak the language of the original work."

Necessary training

THERE are three kinds of translations — literary, scientific, commercial. All presuppose a thorough general cultural education such as is offered by normal schools and colleges in good standing.

Length of training depends upon the special professional field elected.

The language or languages from which one wishes to translate and one's own tongue should be thoroughly studied. Even in undergraduate years, language courses offered in grammar, composition, literature, should be taken as well as one or more courses in the history of the peoples whose language one intends to master.

An elementary course in general psychology may also be taken profitably, as it may help develop an individual method of translating.

Specialization in scientific translating requires post-graduate training along broad general outlines of the particular science chosen so as to become familiar with its basic theories and ordinary terminology. In order to render a good translation of any scientific work, it is absolutely essential to read extensively along similar lines. The translator must expect to do much outside reading for which no immediate remuneration can be anticipated.

Specialization in commercial translating calls for brief post-graduate training in some commercial school in order to gain a knowledge of business methods and terms.

Opportunity for advancement

THERE is opportunity for financial advancement in this profession if the translator is connected with an institution, a bank, or a business corporation. These big houses have on their staff translators who are trained in the special business field in which they are employed. The financial prizes fall to these salaried translators.

Financial return

As a rule commercial translating is the worst paid; while scientific translating — i.e. certain phases of medical work — pays as well as literary prose translating. Poetry and song-translating brings in good financial returns since few people can successfully undertake it. But no minimum and maximum rates can be stated, for compensation depends altogether upon the kind of translating required, the customary local rate of pay for such work, and the actual competition in it.

Qualifications necessary to success

The translator is *born*, not made. A language must be sensed, or, in other words, there must be an inborn musical appreciation of its proper harmony and rhythm, and a native ability to think another's thoughts and interpret them in one's own tongue without losing their original quality. Translating thus requires a keen, open, and logical mind which is accurate without being literal, discriminating without being finical, and which preserves "the spirit that giveth life."

These natural traits should be amplified by such acquired qualifications as skill, perfected by constant practice; perseverance to keep at work systematically; beauty of form and richness of diction attained through diligent reading of the best literature in one's native and the chosen language.

Advantages and disadvantages

Translating permits liberty of movement and freedom from the usual overhead charges of other occupations. The translator takes her profession with her. Public libraries furnish a work place and work material. The translator with a professional reputation can make a comfortable living as a free lance; work will seek her out and she may command her own price. The salaried translator is sure of steady employment so long as she makes good.

These advantages are somewhat offset by certain disadvantages, of which loose competition is perhaps the most frequent. People of leisure, having a fair amount of conversational or linguistic ability, though being otherwise unqualified, often imagine themselves born translators. In entering the market they not infrequently depress the rates and bring discredit upon the profession. It would be well if it were more generally understood how many worthless literary and scientific translations are annually issued, and if both publishers and the reading public could be educated to realize that translating is a highly specialized vocation which can be successfully undertaken by trained professionals only.

Translating is like all creative, intensive, intellectual work, a mental strain and a nervous drain. It is confining and tempts to overdoing, because the work flows more smoothly if one may remain at it.

Another serious disadvantage is the reaction from politics and industry on the vocation of translating. Political and industrial crises are the translator's barometer. At the present time and for several years to come there is, and will be, next to no demand for literary and scientific translating on a large scale, since little intellectual work can be done by peoples at war or suffering from its aftermath.

Commercial translating, on the other hand, is called for, as yet, only in certain lines of industry owing to the disorganization of the world's commerce.

Suggested reading

THE following titles furnish instructive reading to the prospective translator:

"Sul' arte di traduire e la traduzioni degli antichi considerazioni . . ." — F. Carrege. Genoa, 1809.
"Die Kunst des Uebersetzens" — P. Cauer. Berlin, 1909.
"La manière de bien traduire d'une langue en autre" — E. Dolet. Reprint, Paris, 1830.
"Translation as a Fine Art" — R. Y. Tyrell. Dublin, 1887.
"Beiträge zur Psychologie des Uebersetzens" — Wartensle-

ben, Gabriele, Gräfin von. (In Abt. I: Zeitschrift für Psychologie; Leipzig, 1910.)
"The High Mystery of Translating" — B. Washburn. N. Y. Evening Post Book Section, July 20, 1918.
"Essay on the Principles of Translation" — Lord Woodhouselee.

MOTION-PICTURE WORK

THE MOTION-PICTURE DIRECTOR

IDA MAY PARK

Motion-Picture Director, Willis & Inglis, Los Angeles, California

Description of occupation and qualifications necessary

THE vocation of the motion-picture director is one that commands so comprehensive a knowledge of the arts and sciences, economics and human nature, that it is particularly difficult to describe. To the almost unlimited mental demands on the director is added the necessity of an invulnerable physique. Perhaps that is why the number of consistently successful directors, both male and female, is relatively so small. But having these things there is no one, man or woman, who might not take up the profession with a certain degree of confidence in his or her ultimate success.

Because it is so obvious, I have not mentioned the necessity for a well-developed dramatic instinct. Perhaps more than anything else that instinct is the deciding factor of the success or the failure of the motion-picture director. Like acting, this ability to direct is an inborn talent, but it can be cultivated to a certain degree through the mediums of training, proper reading, and environment. But again, as it is with acting, the cultivated art can never equal the natural; it will always lack the fire of genius. From the beginning of the production, when the story is being moulded to scenario requirements, the director is the supervisor, the dominant note of the production, and (I am now writing to women alone) it is her sense of dramatic value that imparts to, or withholds from, the picture that indefinable something which can raise it to the ultimate peak of picture perfection or relegate it to the vast scrap-heap of "rubber-stamp" productions.

Second to this in importance is the artistic eye, for at all times the picture must be perfect in its angles, composition, and grouping. Our chief aim is to please, first and foremost, through the vision.

Preparation necessary

Preparation, since the demands on knowledge of all kinds is boundless, must necessarily be very general. A college education is a great help if it has not been concentrated on any particular subject to the detriment of others. The whole motion-picture industry is so young and the recognition of the value of good direction so recent that, so far as I know, there is yet no school established which teaches the strictly technical side. Knowledge of camera operation, of lighting effects, and of all the hundred and one less important mechanical details must be gained through work in the studio itself. The difficulty of obtaining a position as apprentice or assistant is unfortunately very great.

Opportunity for advancement

Once in the game the aspirant to a directorship will find the opportunities limitless. Such a statement is not half so extreme as it sounds. The perfect picture is still a thing of dreams. An industry can develop only as the intelligence which directs it develops. The interest of big minds is a thing that until recently has been glaringly absent from the motion picture. But now converts, intelligent converts, are flocking to the banner and results are bound to come in the form of better pictures.

Financial returns

The financial return is likewise unlimited. A thousand dollars a week is a small income for a successful director. It might well be called a minimum. There is no maximum.

Advantages and disadvantages

While production is on there is no rest. No eight-hour day is known to the director. Often work extends far into the night, many times through it, and the next day brings no respite. Given a certain number of weeks, a certain number of dollars, and a troupe of actors, you are under a terrific nervous and physical strain that does not let up until you have completed the work. The obstacles which arise are frequently enough to try the greatest patience. The director must never lose her poise, must never betray the slightest annoyance unless she wishes to jeopardize the success of her picture. In all the world there is no more difficult lot of people to handle than a company of actors. When vacation finally does come, it is never more than two or three days. For the first time in six years I am taking a ten-day vacation, and even now the tentacles of the great cinema octopus reach out at intervals and threaten to drag me back, my vacation half over, into the maelstrom of the studio.

As for the natural equipment of women for the rôle of director, the superiority of their emotional and imaginative faculties gives them a great advantage. Then, too, the fact that there are only two women directors of note in the field to-day leaves an absolutely open field. But unless you are hardy and determined, the director's rôle is not for you. Wait until the profession has emerged from its embryonic state and a system has been evolved by which the terrific weight of responsibility can be lifted from one pair of shoulders. When that time comes I believe that women will find no finer calling.

THE TITLE EDITOR

CLARA DE LISSA BERG

Description of occupation

Some picture-producing companies employ men and women in the specific office of "title editor," whose business it is, after a picture has been made, to go over such titles as have been written in the script, and adapt them, with additional titles, to the action as it has developed in making the picture. Such positions involve a practical knowledge of film-cutting. That is to say, the editor must actually know how to handle and "read" film, and learn to cut and arrange such parts as seem best worth preserving.

In the best companies, however, the writing of titles is only a part of the general editorial work, usually performed by the staff in conference during and after the making of the picture. These companies are on the alert for young writers with story-telling ability, "picture sense," and original ideas, and are willing to take them on the staff and enable them to learn the business in the studio itself. Such beginners learn to determine whether a story submitted to them for criticism has picture possibilities. They acquire a knowledge of the technical difficulties and the cost involved in picturizing a story. They are given novels to digest with a view to picturization; they "sit in" on conferences regarding the cutting, editing, and titling of films. If they have original ideas, they are given an opportunity of expressing them.

Training and qualifications necessary

The main qualification for such work is the story-telling sense, coupled with an appreciation of dramatic situations. There must be imagination to feel behind the pictured scene to the events and emotions not actually portrayed, but bearing on what is shown. The good title is connotative; it builds out the picture and at the same time suggests even more than it tells. There should be an appreciation of word values and the ability to use language with precision and power.

There must be democracy of feeling. The proportion of highly educated people who attend picture houses is exceedingly small. While a book or play may be written for the few, the picture, because of the cost of its production, must be produced for the multitude. If it is beyond their comprehension, or alien to their sympathies, it must, in box-office returns, be a failure. Its emotional appeal must be universal;

its situations probable; its language devoid of affectation The young writer should not only study pictures, but audiences.

Supply and demand

Positions open to young graduates offer about what a secretarial position pays, but the increase is rapid if the writer shows ability.

Applicants should apply to the production manager or the head of the scenario department, and should have some original work, stories or scripts, to submit.

And they must go in a spirit of modesty and willingness to learn. They are entering a field capable of as yet unrealized artistic development, but one in which technical knowledge and practical experience must be acquired before "reform" is attempted.

MUSEUM WORK

THE MUSEUM DIRECTOR

NINA STEVENS

The Toledo Museum of Art, Toledo, Ohio

Description of occupation

THE importance of special training for museum workers is growing daily, as museums of art are springing up all over the country. Women have proven in the successful administering of several large museums that museum directing is a possible position for women.

The directing of a museum demands executive ability, a general culture, and a specific knowledge and critical appreciation of art as well as a thorough knowledge of the technical side of art. If she is to create an institution, or even maintain one already created, she must understand the usual routine of business. If she assumes the direction of a new enterprise, or a small institution with a view of developing it, she must have such executive ability as will enable her to organize and conduct campaigns for the raising of funds and the securing of memberships. There are two kinds of museum directors, the one who creates a new institution and the one who administers the affairs of one already established; both are important and necessary, but the former will prove the more valuable in the art development of the country.

Financial return

A FEW women acting as museum directors and many other women holding museum positions are paid from $2000 to $6000 a year.

Other openings in musuem work

Now that museums of art have become important educational institutions many more museum positions are open to women. The docent work is especially interesting, as the docent comes in direct contact with the children and adults of a community. It is her province to educate and enlighten the public as to the contents of the museum, devising ways of entertaining, instructing, and creating audiences. A college education with a post-graduate course, including child psychology and a course in public speaking, is practically necessary in this work.

There are positions open to the college graduate in all departments of museum work, including the installation and care of collections, the teaching of the history, appreciation, theory, and practice of art, the appreciation of music, story-telling, publicity, and library work.

The work of bringing the museum to the people and popularizing it is yet in its infancy, and opportunities are limitless for young women with training and imagination to create their own positions.

MUSIC

THE COMPOSER

MABEL W. DANIELS

Description of occupation — Preparation

Before the ambitious student sets to work to cover staff after staff with neat black notes, however fascinating this occupation may be, she must be very sure that the vocation of musical composition is that which offers her the best opportunity for the finest expression of self. To have composed a tuneful lullaby, flatteringly hummed by friends, is hardly enough to warrant the forsaking of all other gods and entering on the career of composer, nor is the fact that melodies drift through the brain an augury of future greatness. At the outset she must realize that to become a musical composer requires as much preparatory study as that demanded by any other professional career, and that success entails self-sacrifice, many tedious hours of study, and in fact actual drudgery. Once having definitely made up her mind that this is her chosen work, she should begin by sketching out a concise plan of study.

Fortunate, indeed, is the student who at the early stage of a preparatory school recognizes the first stirrings of her dream and elects harmony as one of her courses which she can present at her college entrance examinations. Most students, however, begin by taking the harmony course offered at college and follow it in logical succession by counterpoint, canon and fugue, and orchestration. Along with this go courses in musical form and the analysis of the principal standard classical works, in small and large forms. However much the devotees of the ultra-modern school may sneer at these, to them, old-fashioned methods, I have never yet known of a composer whose inspiration was really impaired by technical knowledge. If the inspiration is not big enough to survive the necessary technical training, it is well lost. Alas for the great multitude who have disappeared from sight by not realizing that they must have a firm foundation on which to build!

The argument is often put forth that so far as the musician is concerned the general education of these four years is for the most part wasted. To this idea I am strenuously opposed. Granted that she may arrive somewhat later than her fellow sister who has been concentrating on one subject since her early years, she will ultimately be a bigger person in her chosen field for the very breadth of vision, habits of study, and broad way of looking at life which her college course has given her. For in no other field is a sense of proportion and sound judgment more necessary than in the field of serious musical composition.

General suggestions

If the student can play any instrument she should by all means join the college orchestra or some *ensemble*, as such training is invaluable. If she sings she should most assuredly ally herself with the choir, choral society, or glee club. In these ways she unconsciously acquires knowledge invaluable to her later work. In any event, let her hear as much good music as possible in order to keep her mind *en rapport* with the best musical thought of the day.

Financial returns

We assume that we are not dealing with the mere music-maker, but with one who early hitches her chariot to a star. One must be content with comparatively small financial return. Her reward must come from the happiness of endeavoring to express herself in the highest and best form she knows. Occasionally, a finely made song does gain the popular approval and the royalties accruing net a tidy sum for the maker, but unfortunately this is the exception rather than the rule.

THE MUSICAL MANAGER

ANITA DAVIS-CHASE

Description of occupation

Like many other vocations this is one which has no definable laws or rules to govern its success, neither has it any secrets. This country is full of so-called musical managers, many of them musical, but few of them really *business* managers. It is a matter of an amount of executive ability combined with a good musical education plus much hard work which makes for the success of the musical manager.

It means a regular business method, into the office early, out of it very late, and never any thought of "overtime." This country has a great many bureaus or agents, or whatever one pleases to call them, but when they are all sifted down there are very few of these people who have had the musical education that enables them to "pick a winner" — a successful artist. If a manager can do that, then they can intelligently sell that artist, and if the artist makes good, as of course she will under these circumstances, people will have faith in the manager. Many managers are tempted to handle more artists than they can faithfully work for, with the result that some one's work is sometimes unintentionally slighted. This causes ill-feeling, and the manager gets the blame.

A few artists well chosen by a manager who is conscientious from the business side, means success. Artists are worth what they will draw in a box office, and if they will draw several hundred dollars they certainly are worth that amount to the person who buys them for an engagement.

Preparation necessary

There is no training which can be as valuable as the training of experience in this branch of the work. The biggest part of it is the detail. One must have a valuable mailing list of thousands of names; he must learn the advertising value of the various newspapers, and how to arrange his advertising. He must not be a proof-room eluder, as there are thousands of advance programmes to go out, and there are the house programmes to be printed. There are a hundred and one little details which would take too long to enumerate, and, as I say, one learns by experience more than by any other way.

Financial return

If one enters this field of work with only the monetary end in view he will never become successful. One will be tempted by fine offers to accept bad musicians, a young singer or musician, as the case may be, and advertise them with an abundance of photographs and adjectives. The artist does not make good and it costs the manager actually a great loss for the future, because people lose confidence in him and in his judgment. Really good artists will cut a large circle around his office door and committees shun his advice and suggestions.

THE OPERA SINGER

GERALDINE FARRAR

Metropolitan Opera Company

Description of occupation

Occupation as an opera singer in the United States must necessarily be restricted to the Metropolitan Opera House, the Chicago Opera Company, and a few organizations more or less under the designation of road concerns, unlike Europe, whose subsidized lyric theaters offer experience from early training in small parts to a position of prominence. Church and concert singing being a different matter, I do not include these activities under this heading.

Training necessary

Early training, as far as vocal production is concerned, can be attained as well under the guidance of experts here as abroad. The later desirable advantages, acting and education broadened by travel and observation, are a desirable feature for the student in Europe. The length of training must vary in individual cases. Some female voices are mature at eighteen, others after twenty. We might possibly generalize from twenty to thirty as the most sensitive years whereby the voice must be prudently employed in suitable rôles to guard against faults too often ineradicable in later years. The receptiveness of the vocal organ at this period makes those ten years of necessity the foundation upon which the future edifice must stand.

Advancement

Progress and advancement in this chosen profession depends, after the consideration of natural vocal gifts, upon talent for acting, musical taste, graceful deportment, and a certain amount of pulchritude supplemented by vigorous health and unlimited capacity for work.

Advantages and disadvantages

To my way of thinking the disadvantages of a small operatic career are very great. The incessant grind, the discontent with inferior conditions that promise no improvement, together with the monetary pittance as a recompense can hardly warrant the tremendous sacrifices that are demanded and made by the individual. Many admirable voices are led astray — opera-wise — when their true vocation should be the concert and oratorio platform. The opera demands other gifts, and the voice is but one essential in its expression. Singers educated along the lines of the lyric drama should include the Italian, French, German, and Russian languages; the latter is recommended as a true medium to introduce the glorious musical literature of a country to whose works we have been lately introduced by reason of the latter-day suppression of the classic German *Lieder*.

If paired to another gift for an instrument, such as piano or violin, the advantages of a larger musical education are very apparent. Meanwhile all the literature and the reading of classics in the above-mentioned languages should be included as an adjunct to one's equipment. The intelligent observation and love of great works of art, such as paintings, sculptures, the study of pantomime, the dance, declamation, and charm of the various epochs in the world of manners, customs, and arts, cannot be indifferently approached save by the mentally unalert.

I would suggest that often-discussed question, that when the arts, and particularly music, will receive an impetus from the Government or municipal interests such as are now furthered by private enterprises, we should have many of the desirable features at present exemplified in European smaller theaters whereby the early talent can be fostered in actual activity and not, as it is at present, be forced to seek a position beyond the waters or be one of many to hope for achievement under conditions as above mentioned.

NEWSPAPER WORK

THE DRAMATIC CRITIC

KATHARINE LYONS

Dramatic Critic, Boston Traveler, Boston, Massachusetts

Description of occupation

THE work of dramatic critic on a Boston newspaper involves much lighter work than similar duties in New York. In Boston we average two new plays a week, whereas in New York, openings are every night affairs. Writing for a daily newspaper necessitates writing the comments on the night of the first performance. Every Boston critic returns to his office to write his review immediately after the opening performance. Those who write for morning dailies invariably work under pressure of time to catch the edition which is being sold on the street by the time the commuting playgoer is getting into bed. If the final curtain falls a little later than the usual hour, which is often the case on opening nights when curtain speeches and new scenery often delay the performance, the morning edition critics are forced to work at high speed to catch the press. Working on an evening paper allows the privilege of waiting until the final curtain.

Every critic has his or her own style of reviewing a production just as every theater-goer has a favorite critic. It has been demonstrated over and over again that it is not what the critics say that is the decisive factor whether the theater-goer will "take in" a certain play or not, yet he likes to know something about it before he buys his tickets, particularly nowadays when the price of seats is really worthy consideration. For this reason I always give a brief outline of what the play is about, some hint of the plot, or the comedy or tragedy, so that one might get some idea what it is about. Criticism, however, does not consist in revealing the plot. Any one can tell the story of a play. Following the construction of the play, closely observing the dialogue, and judging the fitness of the cast into the characters are important features to be considered. The plot of a mystery play should not be divulged. Unless you are a dramatic critic, you go to the theater for the pleasure you get out of it, and at least half the pleasure you derive from a mystery play is solving the mystery. The show manager will sometimes make a polite request to withhold the mystery, but as a rule the critic knows enough to do so.

Preparation or training necessary

NEWSPAPER work generally seems to be a magnet for college women, although there are many who have proved that a college education is not essential to the work. Some of our most successful reporters finished their education in high school.

The college girl who has made a study of drama and playwriting will find her knowledge a source of ready information in this line of work, although I dare say three quarters of the dramatic scribes throughout the country have gained their knowledge through practical experience and private reading.

Opportunity for advancement

IF a dramatic critic is gifted with imagination he very often turns to playwriting, which seems to be the natural line of advancement. Recalling the words of August Thomas — "we not only get our plays but our playwrights from the newspapers" — following up his assertion, we might mention a few cases where his words ring true: M. Jules Lemaître, France's great impressionistic critic, finally turned playwright and gave several masterpieces to the stage of his country; in England, Clement Scott combined the vocations of reviewer and dramatist; and did not the gifted, erratic George

Bernard Shaw leave his desk on the "Saturday Evening Review" to evolve that brilliant series of satirical comedies that began with "Arms and the Man"?

Financial return

THE financial remuneration is in keeping with the generosity of the newspaper unless one belongs to the Writers' Union which has established a minimum of $38 a week.

Qualifications desirable for success

THE foundation of success is the natural gift to write. One of the biggest difficulties to overcome is the inability to express one's thoughts on paper. For instance, I recall some firm opinions of my own when I first began writing reviews which I withheld simply because I could n't express them satisfactorily on paper. Often I lacked the confidence to express my opinions, fearful that they might be too daring, but later abiding by the advice of an older, experienced, and distinguished critic, I soon learned that I would never fill the duties of a critic if I lacked the courage of my own convictions.

An enlarged vocabulary is essential. Writing seems to increase this as much as reading. The simplest words are just as effective as the more uncommon ones, but a command of synonyms solves the problem of repetition.

Advantages and disadvantages

MEETING the "stars" is fascinating, for every one enjoys the privilege of walking behind the scenes to visit a cast. Whether it be the star or not, this task is usually a pleasant one. I maintain no fixed rules for interviewing; chatty conversations usually prove fruitful when it comes time to transcribe them. With some professionals, however, some particular subject often helps the interview along, providing it will be one of interest to the reading public. Strangely enough, the very things the public is most interested in are usually the ones the professional likes to withhold. The public has a *penchant* for the domestic side of celebrities and few of them discuss it.

Truly, the vocation is not altogether enviable. To many in other branches of journalism the dramatic scribe is a pariah. To many theatrical managers he is the box-office's worst enemy. To many actors he is *persona non grata,* the deadly foe of the profession, and to laymen he is merely a "good fellow" plentifully supplied with complimentary passes.

George Ade began work as a dramatic critic, but from natural "delicacy or an abhorrence for wounding the sensibilities of the worthy souls behind the footlights," refrained from saying anything but pleasant things about their performances until, he admits, nobody paid the slightest attention to what he wrote. Compliments are not criticism, although they are just as essential as adverse comment.

Demand and supply

LOOKING over the list of dramatic critics in New York and Boston we find the women very much in the minority, but in the Middle West there are several employed in that capacity.

THE FEATURE EDITOR

MARGARET S. GRAY

Philadelphia North American

Description of occupation

YOU pick up a feature section of a Sunday newspaper. Perhaps it is a magazine section, perhaps it is a children's section, or perhaps it is a woman's section. It may be that in reading to-day's paper you glanced over a woman's page or you read a semi-news and editorial page upon which were fiction, short editorials of general interest, and questions and answers.

In most metropolitan papers each of the above-named sections or pages has an editor of its own, unless, of course, the material for these feature pages is bought from a syndicate.

This editor might be called a special-page editor, or, more specifically, a feature editor.

The feature editor plans, assembles, edits, and frequently writes a portion, if not all, of the material for her page or section.

Preparation

THOUGH many persons at present engaged in this kind of newspaper work are not college trained, they have somehow acquired a broad fund of information as well as practical newspaper experience. There are, however, a large number of college women in this field, and in many cases they have the advantages of greater knowledge, resourcefulness, and ease in writing.

Should an undergraduate have decided to become a writer, and to break into writing through newspaper work, she would choose English, psychology, economics, sociology, and the histories, including not only ancient, mediæval, and modern, but also embracing rather liberally history of art and American history, special emphasis being placed upon civil government. Household economics and manual training are desirable, depending upon what feature page or section is chosen.

One must be able also to use a typewriter. In newspaper circles the "hunt" system seems to be most generally used, pointing to the conclusion that typing was not scientifically learned, but was, on the contrary, picked up at random.

Having acquired general knowledge, the next step is to acquire practical newspaper experience which is done simply by going to a newspaper office, asking for a position, accepting the same, working hard, and receiving little compensation. In the meanwhile the paper is giving you, in return for your apprenticeship, a "news sense" and an acquaintance with its clientèle, or, more broadly speaking, it is teaching you "display."

By "display" is meant the selection of your material, the construction thereof, and the captioning or titling of the article. In other words, you must learn during your apprenticeship what sort of material your readers want to read, in what form they wish to read it, and just what title will advertise the article, or make them inclined to read it. After a while, also, you discover what illustrations are best and what arrangement or lay-out is most effective.

Incidentally this training teaches you to analyze a story or article, thus to be able at once to place your finger upon the important point. This analysis and elimination will prove indispensable in further writing.

As for the natural qualifications necessary, intuitive knowledge of people, aptitude for writing, and good judgment are essential. The more general factors desirable for success in other lines apply here also, namely, perseverance, ambition, and health.

Opportunity for advancement

Women in newspaper work, though the field is comparatively new to them, have in some cases advanced to high positions in newspaper organization. For example, the Sunday editor of the "Chicago Tribune" is a woman.

The majority, however, use newspaper work as a stepping-stone either to lucrative advertising positions or to free-lancing. The latter, of course, means simply the producing of articles and the selling of them in magazine markets. What time remains may be spent upon a more pretentious work, if so desired.

Financial return

If one is dependent upon what one earns, strong courage and devotion to one's ambition are necessary to get into newspaper work, for the salaries are usually low at the start. One really goes to school the first few months and is paid a small salary. In other words, the first few months constitute a period of apprenticeship.

The minimum salary is probably $50 or $60 per month. The salaries of the highest paid newspaper women reach $5000 a year and over.

Of course, during the first hard months one sometimes has the good luck to sell a magazine article on the side which helps considerably.

Advantages

The advantages consist in contact with a great variety of people and subjects, in the acquiring of a knowledge of magazine markets, in greater ease in writing, and in the development of one's power to think quickly, and to analyze and eliminate accurately and skillfully.

Disadvantages

The disadvantages consist in the low salaries and in the hours which, unless one does acquire ease and speed in thinking and writing, are apt to be long.

Demand and supply

The demand for trained newspaper women is greater than the supply. A large number holding newspaper positions to-day have not been properly trained and are, therefore, only mediocre newspaper women.

The opportunities average the same in all localities.

Suggested reading

A reading list which would supplement the training of the feature editor would be extremely comprehensive. Suffice it to say that any classic read for the purpose of noting the style of writing, means of characterization, and human interest, any book or article read purely for general information, or any book on journalism read conservatively and thoughtfully, will be of high value.

THE REPORTER

KATHARINE BARTLETT

Description of occupation

If you are lucky enough to know some experienced newspaper man or woman you will probably be told that the only way to learn to report is to report. In other words, become a reporter first and learn to gather and write news as you go along. This is the opinion of most of the older reporters and editors.

Most newswriters are not fond of the word "journalist" and what it has come to imply. There has been in the past and there still is in many cities a strong prejudice against graduates of schools of journalism, in spite of the fact that some excellent reporters attended them. In New York, however, there seems to be an increasing tendency to take graduates of a few of the best of these schools.

On the other hand, it is true that every new method of training apprentices in every trade and profession has been opposed by those trained in the older school. The training schools for mechanical trades, for example, were ridiculed at first. The writer, who was trained in the old way, admits a very lively prejudice against the schools of journalism and much enthusiasm for the "learning by experience method." It may be that twenty years from now this prejudice will be forgotten.

The best school for reporters is the small city paper, weekly or daily. Most would-be newswriters try for a job on a large city paper before they know the difference between a "stick" and a "lead." Even if the large paper is willing to take an inexperienced reporter it is likely to be a bad thing for the beginner. This is especially true of a woman for a reason which will be explained later. Beginning without training she is apt to be kept on small, uninteresting assignments until all enthusiasm is lost. And enthusiasm is one of the prime requirements for newspaper work.

A beginner on a small paper will be given all sorts of work and will frequently be assigned to "cover" really important "stories" — any article in a newspaper is a "story" for the simple reason that such papers are always understaffed and must send any reporter available. The reporter will learn in one year what it would take three to learn on a large paper. She can make mistakes and learn by them, which is after all about the only way any one learns anything. Mistakes are not tolerated on big dailies.

Another advantage is that reporters on small papers learn all sides of the game. On some papers they not only write news, but read copy, correct proof, help with "making-up" the paper, and even get advertising. This general knowledge helps in many ways on large papers even although it is not put in actual practice.

There is a practical financial advantage in the small paper as a training school. Instead of paying $200 or so a year tuition you receive anywhere from $500 up as a small-paper reporter. In other words, you are paid for attending school. But you earn it, for there is no work harder than that of a small paper.

The best way to get a job on a small paper is to write an article about something in the city, any local organization, landmark, business interest, etc., which you think is not too well known. Write it as nearly as you can in the style of the feature articles in the large papers. If you can "dig up" a piece of news, write that. Then take it to the editor of the best local paper. Probably he will refuse it. Take it to the other papers and eventually you may find one which will print it.

If you can't get it accepted, try again. In the meantime impress it on every editor that you want to do newspaper work and that you are willing to take any job he has so long as it means an opening in the office. If you have any of the qualifications of a reporter you will almost certainly be given a chance, although it may not come for months. If your home city fails, try another but not too large a one. If you happen to live in a big city, try for a place on the suburban papers.

To define the field of newspaper work is difficult and would take too much space. Pick up any newspaper and look at the stories in it. If you become a reporter you may be called on to write any one of them.

There are certain fields of newspaper work, social reporting, writing for the woman's page, and reporting the activities of women's clubs and organizations which are now almost exclusively given over to women. The reporters who do that kind of work generally specialize in it. Many of them eventually leave reporting to become editors of the society or woman's pages.

General reporting — that is, the writing of news of any sort from an accident in the subway to an interview with the President — is for most people the most interesting field in newspaper work. There is still a certain prejudice against employing women for this work. That is why it is advisable for a woman to attempt work on a large paper only after she has had such experience on small papers that she can truthfully say she has reported all sorts of stories.

This prejudice extends only to the actual securing of a job and finding the first opportunity. Editors to-day are generally willing to allow a woman to report the stories formerly given only to men, if she gives evidence of ability.

Feature writing is considered by most outsiders and some in the business to be the goal of the reporter. If it can be combined with general reporting it is a most interesting line of work, but to abandon reporting for feature writing is to lose the most interesting side of newspaper life. In any case it is best to learn reporting before attempting feature writing.

Financial return

It is a tradition of the newspaper business that reporters are badly paid. This is generally true of the men. Women, however, in so far as they are paid on the same scale as the men, and they usually are in general reporting, probably receive as much as they would in most other lines. It is difficult to speak definitely because as a rule the reporter's salary is known only to himself and the city editor.

Qualifications necessary

Qualifications for newspaper work vary on almost every newspaper so far as the writing end and the outlook on news are concerned. Ability to say what you mean in plain English is, of course, essential, but you must also be able to fit your style into that of the paper which employs you.

The most important qualifications for the beginner to consider are the physical and temperamental. These also vary, but there are nine which are generally considered essential. They are: the very best of health, sound nerves, good memory, initiative, alertness, accuracy, ability to make people tell you what you want to know, ability to work under pressure and willingness to work hard.

Preparation necessary

As to preliminary training a college course is desirable in the sense that it is desirable in any business. The subjects which will be of most practical use are history, especially American history, economics, government, and English literature. Modern languages may be useful and a course in typewriting is desirable, but stenography is more likely to handicap than to help.

As to textbooks the best book on newspaper work is a newspaper. Read all the first-class papers you can and study the way the articles are written, what features are placed in the "lead" — that is, the first and most important paragraph — and as far as you can acquire a feeling for "news."

Disadvantages

It would hardly be fair to write about newspaper work without speaking of the disadvantages. There are plenty. The work is hard, physically and mentally. It is done in all sorts of weather and under all sorts of conditions. The hours are irregular, for a reporter is like a doctor and when necessary must work without regard to time. This applies especially to reporters on general work. There are unpleasant things which must be done, such as asking a woman for the details of her daughter's suicide or trying to find out why a man is suing his former friend for alienation of his dead wife's affections. These were both actual assignments.

Advantages

On the other hand, there is no work which so holds those who have entered it as newspaper work. Its fascination is even greater than that of the stage. The variety, the excitement, the always present possibility of some tremendous event "breaking" at the very moment when you are wondering if "news" is extinct — these are some of the things which make newspaper work worth while.

As a reporter you will come in contact with all sorts of people under all sorts of conditions. You will go among them as a privileged spectator, in everything but not of it. You will see a little at least of the stripped machinery of life. If these things do not seem to you more than sufficient compensation for the disadvantages, keep away from newspapers. If they do, try it, and perhaps you will agree with Kipling that it is the greatest game in the world.

THE SPECIAL-ARTICLE WRITER

FLORENCE J. COWLES

The Boston Sunday Advertiser

Description of occupation

In newspaper work, the duty of the special-article writer consists of taking any suggestion given by the editor and developing it into a feature story. Occasionally the editor may give some instruction as to what facts he wants included and how he wants the story treated, but usually when he gives the assignment to the special-story writer he feels that he is through until the manuscript is in his hands.

It is then up to the writer to plan the story, to find and interview some willing authority on the subject in question, or to gather up the statistics and material to put into it. Some editors state how long they want the story, i.e., the number of words; but many do not and are content to let the story tell itself.

Training necessary

There is no special training necessary for a woman who wants to become a special writer or newspaper reporter. Many editors prefer untrained women who have not had journalistic courses because these editors are apt to claim that a defined technique interferes with results. All courses in English teach that articles should have three parts, an introduction, a body, and an ending, climax, or summary, whatever one chooses to call it. The first thing to be learned in feature writing, however, is that just as many facts as possible and all important ones must be put into the first paragraph, and that from then on the article must work down to pianissimo so that when the "make-up" man comes to make-up the paper, and fit the articles in among numerous advertisements, he can cut off the end of the story without disastrous results. Accordingly, it can readily be seen that all one has learned in class must be forgotten and a new beginning made.

Opportunity for advancement

Advancement depends entirely upon personality. This is an unadorned statement, but nevertheless true.

Financial return

With the establishment in Boston last year of Newspaper Writers' Union No. 1, a minimum wage of $38 per week was established for newspaper *writers.* Special writers can go as high as their personality and their ability to "get" and write stories will take them. This minimum salary is payable after a woman has served for three years on a daily paper or papers. A good many women get more than the minimum after a short apprenticeship.

Qualifications desirable for success

The important qualification for success is personality. To talk with people on any and every subject requires personality, and to be a go-between for an editor and the public requires personality. My definition of personality, of course, includes tact, diplomacy, sympathy, and knowledge of life. Coupled with that, there must be a desire to write, to express one's self in words and the ability to adjust one's self quickly to surroundings, for personality must be of the unobtrusive kind and one that will give way readily both in and out of the office.

Advantages and disadvantages

The work has many advantages. It keeps one in touch with what is going on in the world, with the men and women who do and think things.

Its disadvantages are that one has no time to one's self, no time on which to count. There is, of course, during the week a great deal of idle time, but when that time is coming no one ever knows until it is actually upon her. Work may come in the morning, afternoon, or evening. Seldom are assignments given for all three times the same day, but no special-article writer on salary can tell at what hour of the day or night her services may be required. At present none but those who work through the night when on the day shift get any specified time off during the week.

Supply and demand

At present there are an average of three women employed as special-article writers on each of the twelve Sunday and daily papers in Boston. This number, of course, is very small when compared with the number of men employed.

There is, I believe, a demand for women of the right sort in this work. Unfortunately the profession has suffered in the past, as has the stage, from the type of the majority of women who have taken it up. Editors everywhere are now looking for a different type of woman, for they find that it pays them in the end. The ethics of the profession are steadily improving.

Reading

The only reading which will really help one desirous of doing this kind of work is a regular and systematic study of the newspapers. Articles should be analyzed until the reader can see why they are built as they are, for there is always a reason.

General

Newspaper writing is not as easy as it looks. Simplicity is the keynote of it all, the aim of every editor and therefore of every newswriter. Short words, simple English, direct thought, is the style that makes the successful special-article writer.

THE SUNDAY EDITOR

DOROTHY PRATT

Sunday Editor, Waterbury Republican

Description of occupation

Newspaper work is called a game. Each newspaper office is a "Hoyle" unto itself. The first thing a newcomer in a newspaper office does is to ask for the style, or rule book, and read up on the game as it is played in that particular office.

The work of the Sunday editor on the "Boston Globe," for instance, may be something quite different from that of the Sunday editor of the "New York World." There is only one thing in general which may be said to cover them both. A Sunday editor has something to do with some part of the Sunday supplement of a newspaper.

The character of his duties is determined generally by the size of the paper on which he is working. On larger papers his work is to see that others do theirs in the allotted time. Under him are feature writers, literary editors, dramatic editors, automobile editors and editors of all the different departments which may be part of the particular paper on which he is the Sunday editor. He also has at his service the staff photographer and the staff artist.

The Sunday editor assigns the feature stories for the Sunday paper. Often the work is done weeks ahead of the time when it is to be published. His supervision of the other departments mentioned is less direct. The editors of these departments work out their own ideas in general, and only turn their "copy" in to the Sunday editor when it is complete.

On certain set days the stories thus assigned to the feature writers are submitted to the Sunday editor, who then plans his "make-up" for the Sunday paper. That is, he determines the position which each story shall have and how the pictures shall be grouped. He often calls in the staff artist to draw decorations about the pictures. How he judges the value of his stories, whether he has the proper emphasis, or "punch," in his heads and captions and accuracy of his copy reading, determine whether he is a satisfactory Sunday editor. It is the same principle on which merchandise is sold. Quite as important as having good goods to sell is the attractiveness with which the clever merchant displays them.

Some papers have a separate Sunday department with feature writers whose duty it is to write for the Sunday edition alone. Other Sunday editors assign their stories to the city staff, and there is, properly speaking, no Sunday staff. The "Boston Globe" arranges its Sunday work in this way.

On smaller papers the Sunday editor is often the general manager, feature writer, literary, automobile, woman's page, motion-picture, dramatic, and poultry editors in one, besides being staff photographer and, when the occasion demands, the printer's devil. In other words, he must know how to be everything at any time and he is never quite sure what he is. Syndicate material which comes already prepared is the salvation of the Sunday editor who has these varied duties.

Training necessary

THERE is one thing which it is absolutely essential for every newspaper writer to learn and that is that nothing is impossible. This is particularly true in the case of the Sunday editor who is often faced with the necessity of getting something done in a very short time with next to nothing to work with. A natural ability to plan, and level-headedness in an emergency are invaluable qualifications.

One question asked repeatedly about the work of the Sunday editor is, "Does it take all week to get the Sunday paper out?" The answer is, "Most certainly, yes!" On practically every paper with a Sunday edition, the supplement is run off the press, or at least "made-up," on Friday. Saturday sees the beginning of another week's work.

Just as varied as is the nature of the work of a Sunday editor is the training necessary for it. In brief, the best possible way to prepare for the work of a Sunday editor is to learn as much about as many subjects as possible. There is nothing which one may study which may not at one time or another be of value in this work. Art, history, English, drama, science, all figure. The better background of knowledge a Sunday editor has, the more possibilities for feature stories he can see in events of the present, and the more salable he makes his paper. A good high-school education followed by a broad course in a college of liberal arts is the best preparation.

Actual knowledge of the work of a Sunday editor may be gained in the best way by doing it. An apprenticeship of a year or two as a reporter, during which time the novice may learn the newspaper game not only as concerns his own job, but through observation, that of every other person on the paper including the Sunday editor, is best.

The so-called courses in journalism are, I believe, and I think most newspaper men also maintain, a waste of time. One may learn as much by starting in as a cub reporter and working up through his apprenticeship — much more than he can in any course in journalism. He is, at the same time, earning a living. There is much theory in journalism courses which must be discarded in practice. It is safe to say that few editors will employ as Sunday editor a graduate of a school of journalism, who has had no actual experience.

Opportunity for advancement

There is greater opportunity for advancement in the newspaper field than in any other for the right person. Newspaper men are naturally of a roving disposition. Positions are opening continually for qualified men and women.

Financial return

The financial return is frankly discouraging. Within the past year, however, a great advance in wages has been made. The maximum salary for a Sunday editor is about $100 a week, while the minimum is $22. The salary paid depends on the size of the paper generally. Newspaper workers, however, are as proverbially poorly paid as school teachers.

Qualifications desirable for success

The best and essential qualification for success as a Sunday editor is a love of hard work. Women who plan to enter the newspaper field must also make up their minds not to expect any treatment different from that which men accord one another. A woman is no different in this respect because she is a woman. One of the most delightful features of women in newspaper work is the comradeship between them and the men with whom they work.

Advantages and disadvantages

The advantages of newspaper work are a thorough knowledge of life and human nature, a broad education, and the satisfaction which comes from a hard game hardly won. Newspaper workers, particularly feature writers and Sunday editors are continually meeting all sorts of people under all sorts of conditions. They are called upon constantly to write about some subject of which they know nothing. The effort to obtain material for the article or story at hand results in a gradual but thorough broadening of general knowledge on all subjects.

The good Sunday editor never thinks of clocks. His days are numbered by the time the paper goes to press. This works two ways. Newspaper hours may be irregular and long, but there is also a freedom from monotony which makes office work in other lines often a drudgery.

Women who are planning to enter the newspaper field to-day can congratulate themselves that they did not do so a decade ago. Then a woman in a newspaper office was an unknown quantity. With surprising rapidity women are making their way into newspaper offices in nearly every city in positions formerly held exclusively by men. As yet few women hold executive positions. A woman Sunday, city, or telegraph editor is still something of a novelty. By their willingness to work hard, their docility, and their persistence, women are proving a welcome solution of labor problems which are as aggravating to editors as to factory managers.

Reading

A GOOD book to read is Hyde's "Newspaper Editing and Reporting." A close following of the best papers of the day, a scrutiny of style, and a comparison of the way in which different papers write and edit the same story is the best kind of preparatory reading.

Much that I have said applies to newspaper work in general, but all of it is applicable to the work of a Sunday editor. A good Sunday editor must first have been a good reporter and a good feature writer.

PERSONNEL WORK

THE EDUCATIONAL DIRECTOR IN STORES

BERNICE M. CANNON

Director, Educational Department, William Filene's Sons Company, Boston

Description of the work

THE supervising of all training and educational work in a store is a new and developing profession. The development of this profession accompanies a widespread movement toward centralizing employment and instruction under a personnel manager for the sake of maintaining uniform standards of dealing with employees instead of the hit-or-miss methods which prevail when each foreman or department head does his own hiring and training.

Most managers of stores who have seen the need for an educational department have felt that its chief value lay in what it could do in training the sales force. Wherever educational departments exist, therefore, they will be found to be training new salespeople in the system and policies of the store and all salespeople in the principles of selling. In many places instruction is also given whenever the error system, which most stores have, reveals individual or group weaknesses. Sometimes teaching of salespeople includes instruction in merchandise values.

Usually the next responsibility which an educational department assumes is that of training those who are known as the store's junior members. These usually include cashiers, bundle wrappers, and stock girls and boys. This and the sales force group, however, include only from one third to one half of the whole store organization. No store educational department has yet assumed its responsibility for the whole force. Some educational directors are gradually making their services valuable to executives who formerly did for themselves whatever was done in preparing the people responsible to them. It is a slow process to induce executives to use the services of a specialist in training.

With the full development of the service, however, a real superintendent of education in a store should expect to be held responsible for training employees in every aspect of a store's activity. For the results of such training she should be specifically responsible to the executives in charge of the individual or group of individuals trained, whether they are executives themselves or workers. This means that a well-developed department should be equipped with teachers especially skilled in each class of store service, able to do the task as well as to teach it.

Because of their varying degrees of development the training departments in stores employ from one to twenty or more people. This does not take into account the many stores which still employ no such person.

Preparation or training necessary

THERE are three schools which definitely train for educational work in stores. They are:

Prince School of Education for Store Service, Boston. Established in 1905.

Carnegie Institute of Technology, Pittsburgh. Research Bureau for Retail Training. Established in 1918.

New York University, New York City. Training School for Teachers of Retail Selling. Established in 1919.

The length of training at the Prince School and at the Carnegie Institute of Technology is one year each. At the New York University the course is two years.

While those without college education, but with valuable business experience, are admitted to these schools, the tendency is to attract college men and women.

Undergraduate subjects of special value would be economics, sociology, pedagogy, and psychology, and, if possible, some course in business administration and employment management. In some colleges, business courses of this kind are available to undergraduates.

If a college graduate finds it imperative to go to work instead of getting more training at the end of her college course, she may find it valuable to enter a store where there is a well-established training department and thus earn enough money for further training or take advantage of whatever opportunity arises for working into the educational department. If possible, however, special training at one of the approved schools is strongly advocated.

Opportunity for advancement

The person who can foresee the full development of a training department from the rather crude beginnings which she must necessarily make, will realize that she has a large and responsible piece of work to do and a position to fill in this particular part of personnel work important enough to satisfy any one's ambition. Some educational directors, however, after starting the organization of a training department have accepted the position of personnel manager, in charge of education, employment, and sometimes the so-called welfare work.

Opportunities in the buying field or in assisting chief executives in the merchandise or service divisions sometimes attract people who have gone into business in the first place to do educational work and have found actual executive responsibility of greater interest.

Financial returns

The specially trained person receives from \$1200 or \$1500 to \$2000 at the start, and after years of experience a few have attained salaries between \$4000 and \$5000.

Qualifications desirable for success

A person to be successful should be interested in developing the abilities of people, patient and willing to work steadily and thoroughly; should have teaching instinct; skill in analysis; capacity to plan for specific needs; personal force to put through her plan; and good health. She should be a graduate of a college or a four years' normal school, with teaching or business experience. She should have special skill in some part of store operation as a basis for teaching that particular kind of work.

Advantages

The great advantages of this work I believe to be: *first*, that it is in its first stages of development with promise of large increase in importance. This fact would especially appeal to those who have a pioneering spirit and originality. *Second*, that it is a field where results of teaching are easily seen and possible of measurement. *Third*, that it offers an important opportunity for working out democratic principles in a field now very autocratic. *Fourth*, that in many places it offers opportunity to work with high-minded, idealistic business men who are eager to see their ideals realized in actual store practice.

Disadvantages

The long hours, the comparatively short vacations, and the utter lack of idealism or feeling of social responsibility found among some employers, are the greatest disadvantages.

Demand and supply

Up to the present time the demand far exceeds the supply. The Prince School has for a number of years been the only place where training could be obtained. Its graduates are usually all placed before the year's course is over.

The Research Bureau for Retail Training at the Carnegie Institute of Technology is only in its second year. The graduates of the first class have all been placed.

New York University course for teachers of retail selling is in its first year, and therefore has no record of placement.

It has had for some time a course in the administration of corporate schools. It believes that it has been successful in turning out men and women of high caliber in this course.

The experience of the Prince School as to the locality making the greatest demand is the only source of information which will be valuable at this stage because the other schools are so new in the field. At present the greatest demand comes first from the Middle West, Ohio, Indiana, Illinois, and Michigan; next from the East; and third from the Western coast, California particularly.

Numbers employed throughout the country: Prince School Graduates, of 195 graduates 115 are at present employed in stores. Carnegie Institute of Technology, Research Bureau for Retail Selling, 15 graduates have been placed.

Service to society

To have the biggest conception of an educational department, it must be considered from the point of view of its contribution to society in the kind of people it develops through its training. With the emphasis to-day on the democratization of industry, the methods of the training department, whether its work is job analysis, job standardization, the rating of people on the quality of their work, or the developing of executives in democratic leadership of their subordinates, should be democratic. If such methods are used, it should react on society through adding to the number of better citizens.

Effect on worker

IF the store employing an educational director is one where she is free to develop her ideas as rapidly and in as far-reaching a way as she is capable, this work offers one of the greatest fields for personal growth and development. Changing conditions constantly force the teacher with intelligence and skill to find newer and better methods so that her teaching will be put into successful practice. This is a constant challenge to her.

Suggested reading

There is very little literature which deals directly with educational work in stores. The following are recommended:

"Department Store Education" — Helen R. Norton. Published by the Department of the Interior, Bureau of Education, Washington, D.C.

"Retail Selling" — Mrs. L. W. Prince. Published by the Federal Board for Vocational Education, Washington, D.C.

"Department Store Merchandise Manuals" — Edited by Miss Beulah E. Kennard. Published by the Ronald Press Co., New York.

"Text Book on Retail Selling" — Helen R. Norton. Published by Ginn & Co., Boston.

The following list of books is valuable to read for the sake of obtaining a view of the whole field of personnel work and an insight into the need for the better organization and democratization of industry:

"The Creative Impulse in Industry" — Helen Marot. E. P. Dutton & Co.

"Employment Management" — Daniel Bloomfield. H. W. Wilson.

"The Great Society" — Graham Wallas. The Macmillan Company.

"Hiring the Worker" — Roy Kelly. Ronald Press.

"Increasing Human Efficiency in Business" — Walter Dill Scott. The Macmillan Company.

"The Instructor, the Man, and the Job" — Chas. R. Allen. J. B. Lippincott Company.

"Instincts in Industry" — Ordway Tead. Houghton Mifflin Company.

"The Knack of Managing" — Herbert Watson. A. W. Shaw Company.

"Man-to-Man" — John Leitch. B. C. Forbes Company.

"Modern Industrial Movements" — Daniel Bloomfield. H. W. Wilson.

"The New State" — M. P. Follett. Longmans, Green & Co.

"Organizing for Work" — H. L. Gantt. Harcourt, Brace & Howe.

"Scientific Management and Labor" — R. F. Hoxie. D. Appleton & Co.

"When the Workmen Help You Manage" — W. R. Bassett. Century Company.

"The Works Manager of To-Day" — Sidney Webb. Longmans, Green & Co.

THE EMPLOYMENT MANAGER

JANE C. WILLIAMS

Director of Personnel, Plimpton Press

Description of occupation

The complexity of modern industry brought about the division of major responsibilities into three definite groups: finance, manufacturing, and sales, each under a separate head. During the last few years, with the growing difficulties in the labor situation, the industry has come to realize that these problems are among the most serious with which it has to deal, and a fourth division has been added to the group; namely, a department to handle industrial relations.

The field of activity in this department comprises all human relations within an industry. Here are centered all selection, hiring, wage-setting, training, transferring, promoting, disciplining, and discharging of employees. Those engaged in this activity must find sources of labor supply and methods of tapping these sources. They must deal with the problems of absenteeism and tardiness and find methods of remedying these very serious handicaps. Application and employment records of various kinds are kept for each individual and for groups of individuals, and a general audit of labor conditions within the factory. Activities dealing with safety, fatigue, health and sanitation, thrift, housing, sick benefits, etc., are directed through this department. Channels are here supplied to all employees for the expression of grievances and their settlement. In so far as shop committees and group representation are introduced in a given plant, the direction is usually left to this department.

Preparation necessary

Those who are now engaged in this activity have received their training and experience in a variety of ways, and the profession is so young that it is not yet possible to determine what is the best method of obtaining entrance to this field. Probably an academic education supplemented by technical training and experience will bring about the quickest results.

The following colleges are offering special courses, chiefly post-graduate courses, in employment management: Harvard University, Cambridge, Massachusetts; Boston University, Boston, Massachusetts; Bureau of Industrial Research, New York City; Bryn Mawr College, Philadelphia; Columbia University, New York City; Rochester University, Rochester, New York. An undergraduate student in an academic college will undoubtedly benefit in preparing for this work by paying special heed to economics and to history. In addition to the theory obtained in these ways, it is extremely desirable and probably necessary to get actual experience by working in a factory or store, doing such work as any applicant for a job might have to do. The greater the amount of experience one gets in this way, the more beneficial the results.

Qualifications desirable

The following natural qualifications are desirable for success in this undertaking: integrity, ability to inspire as well as deserve confidence, an even disposition, impartial judgment not affected by sympathy, sympathetic nature, ability to understand human nature, sense of humor, tact. While no special skill is required, experience develops the natural qualifications.

Supply and demand

The duties of an employment manager require long hours and a good deal of confinement, but the position appeals to and satisfies one who has a real desire for service and who enjoys dealing with people. At the present time the supply of trained people is inadequate to meet the demand, but there is a surplus of people who desire to enter the field and who have not yet acquired sufficient experience.

Financial return

The opportunity for advancement depends entirely upon the individual. The minimum and maximum salaries vary for women from $1200 to $5000.

Reading

The following books are suggested as readings to assist one in determining whether or not she wishes to enter this field:

"Employment Management" — Meyer Bloomfield.
"Hiring the Worker" — Roy Kelly.
"The Administration of Industrial Enterprises" — Edward D. Jones.
"Annals of the American Academy of Political and Social Science," May, 1916, and May, 1917.
"Modern Industrial Movements" — Daniel Bloomfield.

THE JUNIOR EMPLOYMENT AGENT

DOROTHEA DE SCHWEINITZ

Secretary in charge of Placement, White-Williams Foundation, Philadelphia

Description of occupation

The junior employment agent finds positions for boys and girls who have reached the legal working age and are obliged or desire to go to work. This usually means serving boys and girls between the ages of fourteen and twenty-one. In order that helpful advice may be given to them, it is necessary that the educational resources of a city (especially evening classes and technical schools) be known as well as the processes in the city's industries and the opportunities in the business and professional world.

The junior counselor or employment agent, therefore, spends part of her time in interviewing young people and sending them to positions, and another part of her time visiting industrial establishments and business houses. Only in this way can she fit the right type of worker into the right job. Each young worker presents an individual problem which must be met in accordance with his or her physical, mental, or temperamental qualities.

In order to perform this service individually the junior employment agent keeps a registration card and record of every interview as well as a trade record of each child. An employer's order card and a descriptive record of visits to industrial plants is also kept. This attention to detail is absolutely essential to thorough work. "Follow-up" cards are sent to the young persons several months after they have been placed in positions, asking them to come to an evening office hour for consultation concerning their progress at work, additional study and opportunities for the future.

In most cities this work is done either by the public schools or in close association with them. One of the chief functions of a junior employment bureau should be transmitting to school teachers the occupational information gained through this direct contact with the various firms of the city. On the other hand, teachers should send in a careful school record and other significant information with each pupil who applies for work at the placement bureau. The junior employment agent should guard against placing an applicant in a position that happens to be at hand instead of one that suits the individual. She should also bear in mind that business and industrial requirements should not be the only standards for the products of education. It is necessary also for her to make clear to teachers that the schools cannot expect too much of industry at present.

Although vast improvement has been made recently in the selection and training of workers and in the policy of transferring and promoting employees from one department to another, yet business and industry are run primarily for production and profitable returns and not as institutions for the development of individuals. The importance of placement work to-day lies in the fact that it makes considerable difference in what particular firm one obtains a position. "From office boy to president of the firm" may still hold good, but it is a natural tendency to keep an employee in the corner of the work which he understands and does well, regardless of his own interests. In manual work, especially, the subdivision of processes tends to keep the worker at one simple operation rather than to teach him the scheme of the manufacture or the intricacies of an old-time trade.

The junior employment agent, then, is the go-between of the schools and business, interpreting the one to the other so that each may adapt its methods for the better development and consideration of the human material which passes through its doors. And all of the time that this is being done, the daily routine consists of finding for each individual a definite position which is particularly fitted for him, and of following his progress the first few years of his working life.

Preparation necessary

At the present time most junior employment workers are trained in the placement bureau after they begin work. The best preparation would include some teaching experience, family visiting with an understanding of case-work methods, and also at least a few weeks' experience as an unskilled factory worker. The study of sociology, economics, and psychology is very important for this work. A special vocational guidance course is given at Harvard University during the winter terms and at summer school. A number of schools of philanthropy include a few lectures on vocational guidance and employment work in other courses.

On the whole it is better not to engage in junior employment work immediately upon leaving college. Judgments must be sure and quickly made. Contact with employer and prospective employee is unfortunately brief. By previous experience in family visiting one gains a very intimate knowledge of the various economic and social forces that govern the choice of employment. Every young person who sits at the desk applying for work is not only an individual to be understood, but also a member of a family group. First-hand impressions of the unskilled, monotonous factory operations and some contact with the more skilled trades is invaluable for knowing the reactions of the worker on the job. The importance of teaching experience is obvious. All of these elements serve to broaden judgment and understanding of people.

Since it takes a great deal of time to build up information on the occupational resources of a community (and this information is most valuable when it is first hand) the advice of a junior employment agent becomes more helpful each year. It is important, therefore, that she devote a number of years to this work. This is another reason why it is wise not to enter upon it until a few years after graduation, after one has gone through the period of trying one or two occupations and is ready to settle down to something more or less permanently. However, many junior bureaus are engaging recent graduates for the work.

Opportunity for advancement

ADVANCEMENT in this line of work would be from junior employment agent or counselor to supervisor of a junior bureau, possibly then to supervisor of a system of bureaus.

Financial return

Salaries for junior employment workers run from $900 to $1720. The starting salary is apt to be $1200. Salaries for supervisory work run as high as $2600.

Qualifications

The success of a counselor depends on a certain natural ability to draw people out and get them to talk about themselves, discovering for the individual interests which he may never have expressed before. Persistence and resourcefulness are required in order to accomplish something real for the applicant. One must be thoroughly interested in people as individuals rather than in groups. A fair and judicial mind is needed to win the confidence of employers and employees.

Advantages and disadvantages

Through the medium of junior employment work a tremendous amount of industrial information is acquired. Types of workers in particular industries, grades of skill required, problems of seasonal occupations, "unemployment in employment," wages, hours, the natures of foremen and forewomen, employment managers' difficulties — the understanding of these is valuable in a time when unions, shop committees, and other forms of representation are under constant discussion. Through contact with children who have not fitted into the school routine (either because they were not academically inclined or because they were considerably brighter than their classmates), the counselor acquires a special understanding of the current discussion on newer ideals of education.

The chief disadvantage in this work is found in the nervous strain caused by the constant interviewing of different persons on a busy day. Meeting with one personality after another and transferring intense application from one person's problem to the next become very wearing. At times when there are not such great numbers attending the bureau, the work is varied and interesting.

Extent of occupation

Junior employment is a comparatively new field of activity. Although various forms of vocational guidance are conducted in every large city, it is difficult to ascertain how much actual placement work is being done. New York City and State, Philadelphia, Pittsburgh, and Cincinnati represent thirty-eight full-time and five part-time junior employment workers. Twenty of these are in the New York State employment system in Buffalo, Rochester, Syracuse, Albany, as well as in New York City. Boston, Providence, Cleveland, South Bend, Chicago, Minneapolis, and other cities are engaged in this work.

Suggested reading

"The Vocational Guidance Movement" — Brewer. The Macmillan Company.

"Youth, School and Vocation" — Meyer Bloomfield. Houghton Mifflin Company.

"Readings in Vocational Guidance" — Meyer Bloomfield. Ginn & Company.

"Commercial Work and Training for Girls" — Stevens and Eaton. The Macmillan Company.

"The Pittsburgh Survey" — Russell Sage Foundation.

"The Cleveland Survey" — Russell Sage Foundation.

"Education for Industrial Workers" — Herman Schneider. World Book Company.

"The Psychological Laboratory as an Adjutant to a Vocational Bureau" — Mrs. Helen T. Woolley. National Conference of Vocational Guidance Proceedings, 1912.

"Fatigue and Efficiency" — Josephine Goldmark. Russell Sage Foundation.

"The Unemployed in Philadelphia, 1915" — Joseph Willits. Department of Public Works.

"The Creative Impulse in Industry" — Helen Marot. E. P. Dutton & Co.

"Labour in the Commonwealth" — G. D. H. Cole. B. W. Huebsch Company.

"Employment Psychology" — Henry C. Link. The Macmillan Company.
"The Human Factor in Industry" — Lee K. Frankel. The Macmillan Company.

THE WOMAN CONSULTANT IN LABOR MANAGEMENT

JEAN HOSKINS
Consultant in Employment Management

Description of occupation

Labor management in industry has been developing for about ten years. With the impetus given it during the period of the war, it seems at last to have come into its own and is being recognized as an important profession. The old idea that any one with a knowledge of production was able to "hire and fire" workers has left in charge of labor problems in plants many who are little more than hiring clerks. But the new workers coming into this field are being recruited from an entirely different source. Where one formerly saw the stout, matronly, welfare woman, one now sees an essentially different type of well-trained, attractive woman, often in charge of the industrial relations work for both men and women in the plant. Educated women, well grounded in economic principles, with broad social consciousness, are adding to this a knowledge of modern production methods, in order to intelligently direct the management of labor in industrial plants.

To the growing recognition by Management of the importance of having and keeping contented workers with a real incentive to work while on the job, has also come the more recent appreciation of the value of giving workers, as well as Management, sound economic principles and business knowledge, which they may apply to themselves in relation to their work and to their community life. All this means not only selecting and placing employees, but introducing numerous educational activities which can only be intelligently developed by an experienced person. The training of foremen and instructors, the follow-up and development of the individual worker, the health work, sanitation and hygiene, proper feeding, safety, the assimilation of foreign employees, various forms of shop representation and extra-payment plans, all demand the services of the very highest type of executive.

The labor difficulties during the war, and the very grave need for production since the armistice, together with the extreme unrest throughout the country, have created a demand for specialists in labor management. As there has been little time to train experts for the many plants requiring help, experienced industrial relations managers have responded to the urge, and have entered consulting work, organizing employment departments, and advising on definite labor problems and adjustments. Competent consultants are needed to instruct and train the new employment manager in the plant, and at the same time to organize and develop the industrial relations work.

Human relations are so intimately involved in the work of such a department that too much emphasis cannot be placed on starting with a solid foundation if we wish to insure future progress. Keen appreciation of the best approach to the work in each plant, ability to select just the right point of attack to immediately establish confidence and avoid friction, cannot be given too much consideration. Many serious misunderstandings and months of antagonism may be avoided through the careful and intelligent introduction of each new feature of the work. The new employment manager may profit through mistakes, but the effect of the disaster on the *esprit de corps* of the plant cannot be so easily rectified.

Training and preparation

The first special training of employment managers began in 1918, with the six weeks' war emergency courses in employment management. Among the few educational institutions now giving one-year full-time courses is Bryn Mawr College, which admits only post-graduate women students who have special qualifications for this work, and who are selected by the director of the course. The Bureau of Industrial Research, New York, conducts a similar course and also has very high entrance requirements. Most of the larger colleges now have short industrial courses, designed to train men and women for this work, though it is a question whether the part-time courses are not really productive of more harm than good. It is becoming more and more necessary to have acquired knowledge of economics, psychology, history, the development of the labor movement, a broad understanding of life and people, some industrial experience, and technical knowledge, before assuming the responsibility of the management of labor in one plant. In considering consulting work, one must add to all this years of actual plant work in various industries. For the woman hoping eventually to enter consulting work or to organize industrial relations departments, it is also important that she should have had charge of personnel and employment work with men as well as with women. She should know men's jobs, including machine shop and repair work, carpentry, loom-fixing, welding, the various men's operations in the clothing industry, metal trades, etc. She should have worked in union and non-union shops, and should be familiar with trade-union organizations and modern methods of industrial management. In this work with human beings, the personality of the individual in charge plays a most important part. All the knowledge of people, industry, economics, and what not is of no avail without the ability to instil confidence and liking — something "spiritual and reciprocal" — in management and worker.

Advantages and disadvantages

The consultant in Industrial Relations enjoys a measure of freedom not always possessed by the individual in one plant.

She can exercise great influence in the development and maintenance of the high standards which must obtain in this field. She is also in a position to encourage, advise, and sustain her co-workers. She comes in contact with owners, managers, and stockholders in a way which often enables her to influence their trend of thought as well as their ideas as to the actual management of industrial plants. She is in a great educational movement which can fully utilize her woman's instinct for service. This occupation, however, involves much very hard work, traveling from place to place, continual adaptation to different conditions, and all kinds of sacrifice of personal life and comfort. Only those with the real pioneer spirit and much physical strength and moral courage should attempt it.

Supply and demand

So far only one or two women have undertaken consulting work in this absorbing field of labor management. In this as well as in most other professions it seems necessary that a woman, in order to succeed, must greatly excel a man in both ability and experience. It therefore behooves every woman entering this comparatively new field of service to be fully qualified.

Reading

Commons — "History of Labor in the United States." Macmillan, 1913.
Gleason — "What the Worker Wants." Harcourt, Brace & Howe, 1920.
Bloomfield — "Selected Articles on Employment Management." H. W. Wilson, 1919.
Link — "Employment Psychology." Macmillan, 1919.
Tead and Metcalf — "Personnel Administration." McGraw-Hill, 1920.
Commons — "Industrial Goodwill." McGraw-Hill, 1919.
Carpenter — "Toward Industrial Freedom." Scribner, 1917.

Taylor — "Principles of Scientific Management." Harper, 1913.

Gantt — "Work, Wages and Profit." "Engineering Magazine," 1913.

Webb — "The Works Manager Today." Longmans, 1917.

National Industrial Conference Board — Works Councils. 1919.

Annals of the American Academy of Political and Social Science, Philadelphia.

"Industrial Management." Engineering Magazine Co., New York.

"Monthly Labor Review." U. S. Department of Labor Statistics.

"The Survey." Survey Associates, Inc. New York.

"Advance." Amalgamated Clothing Workers of America, New York.

"American Federationist." American Federation of Labor, New York.

PHYSICAL EDUCATION

THE FIELD OF PHYSICAL EDUCATION

AMY MORRIS HOMANS, M.A.

Organizer and Director, Boston Normal School of Gymnastics and the Department of Hygiene, Wellesley College

Description of work

THE subject of physical education is so closely related to that of hygiene that any teacher of the former is expected to be conversant with the latter, and especially with that part of it coming under the head of personal hygiene. The two taken together may be defined in terms of their aims: (1) To present an ideal of a wholesome, active, sensible mode of living, based on the laws of the organism as far as modern science has revealed those laws. (2) To contribute to the general, all-round education of the individual through systematic training of her motor mechanism to the end of (a) improving her poise (mental, moral, and physical), her self-control and self-reliance, and to widen her resources for complete living; (b) to train those qualities which make for social efficiency, such as sense of justice and fair play, of law and order; a spirit of co-operation, subordination of self-interest to group advantage, loyalty.

The actual work consists of formal and informal instruction in personal (and public) hygiene; organization, direction, supervision, and conduction of bodily activities carried on by groups: play, games, athletics, dancing, gymnastics, in public and private schools, normal schools, universities, colleges, Y.W.C.A., and playgrounds; and exerting personal influence toward establishing permanent interests and habits in the above directions.

Preparation

At least two years of special preparation at a reputable normal school of physical education such as:

Boston School of Physical Education, Boston.

Central School of Physical Education and Hygiene, New York.

Sargent School of Physical Education, Cambridge.

University of California.

University of Wisconsin.

The Department of Hygiene, Wellesley College, gives a postgraduate course of two years. Beginning September, 1920, advanced courses are offered for the M.A. degree. Preparatory courses include: physics, inorganic chemistry (organic, too, would be a great advantage), general biology, comparative anatomy, physiology, general and educational psychology, history, and principles of education. Voice training, public speaking, the theory of music and proficiency in playing some musical instrument are also advantages.

Financial return

Salaries of $1000 to $4500 or more.

Qualifications

Moral and intellectual integrity; initiative; a wholesome, energetic, buoyant personality; enthusiasm, sympathy, teaching aptitude.

Proficiency in the various phases of the work and skill in organizing, directing, and teaching all or a majority of them.

Advantages

Exceptional opportunities for contacts, for reaching people, for exerting personal influence in most vital ways.

On the teacher the work should react most favorably. It should develop her personality by giving scope for the exercise of all her powers of body, mind, and spirit, by giving the satisfaction of adequate self-expression in the leadership of worth-while things. If she lives up to her own teaching the work should insure robust health and abundant vitality.

Disadvantages

Work may sometimes be too arduous, but not more so than may be true in any field. Essentially it is healthy work, often partly outdoors.

Extent or scope of work

At present the demand for well-trained teachers is far in excess of supply. In the immediate future this will probably be increasingly true. New fields are opening up; e.g. industrial and commercial organizations, municipal and club enterprises, State and Federal direction and supervision.

Suggested reading

"The Teaching of Hygiene in the Grades" — J. M. Andress. Boston, Houghton Mifflin Company, 1918.

"How to Live on Twenty-Four Hours a Day" — Arnold Bennett. New York, Geo. H. Doran Company.

"The Human Machine" — Arnold Bennett. New York, Geo. H. Doran Company, 1911.

"How to Live; Rules for Healthful Living Based on Modern Science" — Irving Fisher and E. L. Fisk. Authorized by and prepared in collaboration with the Hygiene Reference Board of the Life Extension Institute. New York, Funk & Wagnalls Company, 1919. 15th ed. completely revised, enlarged and reset.

"The Efficient Life" — L. H. Gulick. New York, Doubleday, Page & Co., 1907.

"Physical Education by Muscular Exercise" — L. H. Gulick. Philadelphia, P. Blakiston's Son & Co., 1904.

"Adolescence, Its Psychology and its Relation to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education" — G. S. Hall. New York, D. Appleton & Co., 1904. 2 vols.

"Play in Education" — Joseph Lee. New York, The Macmillan Company, 1915.

"Exercise in Education and Medicine" — R. T. McKenzie. Philadelphia, W. B. Saunders Company, 1915. 2d ed. Thoroughly revised.

"Educational Hygiene, from the Pre-School Period to the University" — L. W. Rapeer. New York, Charles Scribner's Sons, 1915.

"Education; Intellectual, Moral, and Physical" — Herbert Spencer. London, Williams & Norgate, 1890.

"Growth and Education" — J. M. Tyler. Boston, Houghton Mifflin Company, 1907.

"Health and Disease" — Roger Lee, M.D. Little, Brown & Co., Boston.

THE DIRECTOR OF PHYSICAL EDUCATION IN PRIVATE SCHOOLS

HESTER CHAPLIN

Director of Physical Education, Bradford Academy, Bradford, Massachusetts

Description of occupation

The director of physical education in the private school of to-day holds a most interesting position. Whether in a boarding-school or a day school the day's work is much the same, but the first differs greatly from the second in the matter of personal freedom outside of teaching hours. In the boarding-school the position usually means residence in the school, which naturally brings certain definite and many indefinite responsibilities in connection with the school life. In the day school the working hours are more like those of a business woman.

The actual work done depends on the equipment in the school. In any case it is varied, including instruction in games, athletics, swimming, fencing, and dancing; management of group activities; class work in the gymnasium and corrective work with individuals. An opportunity for exerting an influence toward right living is always present and should be the aim of the work.

Preparation necessary

The preparation necessary is a high-school education followed by normal-school training. It is increasingly important to have a college education before specializing in this field. A thorough academic education gives a better grasp of the work and stimulates an appreciation of its relation to education in general.

Any of the well-known normal schools of physical education admit high-school graduates to the course which covers two or more years. Wellesley College has a graduate course admitting graduates of colleges of high standing. This course is also two years and, beginning 1920, will count toward the A.M. degree.

In anticipation of the profession, an undergraduate should take courses in anatomy, physiology, psychology, chemistry, physics, pedagogy, general and personal hygiene. It is necessary to be skillful in the majority of the phases of the work in the gymnasium.

Opportunity for advancement

The opportunity for advancement comes rapidly if one has had the right background and the necessary educational qualifications. One may start as assistant and soon become director, or more often she may start as director of a department or as head of a particular phase of the work; as, for example, a specialist in swimming, dancing, or corrective work.

Financial return

The salaries vary from $1000 to $3000.

Qualifications desirable for success

The qualifications for success are good health, leadership, personal magnetism, and a wholesome, buoyant spirit. Skill in constructive work, group management, grasp of new opportunities, ability to make plans and to carry them out, personal contacts and coöperation with other departments, are necessary in the larger positions. Courage, fairness, straightforwardness, originality, and resourcefulness should result from the direction of this work.

Advantages and disadvantages

The advantages of the home life of the well-directed boarding-school in these days of complicated living conditions are many. Residence includes board and room, all laundry, use of telephone, library, equipment, and tickets to concerts, lectures, and musicals.

The contacts with intellectuals are stimulating. Many of the good schools are adopting student government and are employing house-mothers to relieve the faculty from duties other than teaching. There is time for study and for the participation in the social and the outdoor life of the school.

The greatest disadvantage from the point of view of many is the confinement, the constant living with a large group for whose activities there is more or less responsibility.

On the other hand, the day school presents an attractive position. To the woman who has her own home in the vicinity of the school there are many obvious advantages. The greatest disadvantage to the stranger is the problem of finding the right environment for living.

In either type of school the long vacations give opportunity for study, travel, rest, play, or for work along entirely different lines.

Extent of occupation

The supply of teachers for private schools is less than the demand. More and more teachers are needed in public schools, colleges, universities, industries, hospitals, State and Federal activities, recreation centers, and in the Y.W.C.A. This general demand lessens the supply available for the private school.

Reading

"Education" — Herbert Spencer.
"The Human Mechanism" — Sedgwick and Hough.
"Education Through Play" — Henry S. Curtis.
"Personal Hygiene" — Walter S. Pyle.
"Exercise in Education and Medicine" — Dr. Robert Tait McKenzie.

The "Physical Education Review" and other periodicals on education, articles in "School and Society" on the trend of education and the place of physical education in the general plan of education, are useful.

General suggestions

Familiarity with the courses offered at the different normal schools on physical education and hygiene. Knowledge of the place given to the work in the curricula in educational institutions. Attendance at conventions gives professional contacts and is helpful in many ways.

SUPERVISOR OF PHYSICAL EDUCATION IN PUBLIC SCHOOLS

ETHEL PERRIN

Supervisor of Physical Education, Board of Education, Detroit, Michigan

Description of occupation

The supervisor of physical education in public schools has charge of the health education in the schools under her jurisdiction. The work is executive and she must see that the following plan is carried out by her assistants:

(a) Health habits.
(b) Sixty minutes of daily exercise within school hours.
    I. Setting-up exercises.
    II. Athletics.
    III. Games.

IV. Dancing.
V. Individual (corrective) exercises.

(c) Schedules and meets for after-school activities.
(d) Supervision of twenty bath centers.
(e) Arrangement of the use of school buildings by all outside organizations.

Preparation necessary

One must be a graduate of an accredited school of physical education. The length of training varies from two to five years.

Financial return

Salaries range from $1800 to $6000 annually.

Qualifications for success

One must have a wide vision of possibilities, executive ability, vitality, personality, general intelligence, social intelligence, professional spirit, professional leadership, adaptability, and technique of the subject.

Advantages and disadvantages

One is given opportunity to cope with every type of man or woman. There is no limit to the amount of time required for making plans, holding meetings and attending games, meets, demonstrations, etc.

Demand and supply

The demand is on the increase because school authorities are recognizing the need and allowing more time on school curricula for this subject. They are also demanding results as shown by scientific research and tests. We must have more people with a wide vision and who have had general training as well as special. We must get away from the old idea of giving so much exercise per day to pupils and must study the needs of the individual and be a controlling force in his health habits. We must outgrow the old plan of dictating, and train pupils in leadership and self-appraisal. Together with the necessary technical training we must keep up with advanced teaching methods in other subjects and apply them to our own.

POLITICS

POLITICS, A PROFESSION FOR WOMEN

MARY GARRETT HAY

Description of occupation

POLITICS is the administration of government. As a profession politics means office-holding, or working for the election of office-holders. Public officials, elected or appointed, engage in the widely diverging and highly specialized departments of judicial, legislative, and executive government in county, municipal, state, or federal forms.

The chief national offices are those of President, ten Cabinet officers, Chief Justice, eight Associate Justices, Senators, and Representatives. Most of the five thousand appointive offices to be filled within departments of state have been taken out of politics into civil service. In the State are the Governor, Lieutenant-Governor, Secretary of State, Controller, Treasurer, Attorney-General, Superintendent of Public Instruction. There are state boards, such as that of the railroad commissions, and special state commissions such as industrial boards. In the judiciary there are the seven judges of the State Supreme Court. In the city government, the Mayor and the Council or the Commissioners make laws and administer the city's affairs. Towns and counties have their officials.

In the political parties are the campaign directors, the organizers, the managers of headquarters, the speakers, the managers of speakers, and other workers. Party organizations tend to become permanent. Duties are specialized according to the policies of the particular campaign.

Preparation or training necessary

LAW, business, and practical politics in a small way have hitherto furnished a general training for important offices.

Special training in their lines is needed by specialized government experts. No university offers a complete theoretical and practical training for public service. Many universities offer detached courses. The University of California offers a course in "Problems of the State"; the University of Nebraska, "Practical Legislation"; the University of Minnesota, "Economic Conditions in American Cities." The University of Chicago has a Public Service Division through which specific vocations are prepared for, such as factory inspectors, staff members in bureaus of labor, in tax commissions, in public utilities commissions, in census bureaus, investigators for special inquiries, and so on. One year of graduate work is essential here. The University of Texas offers six groups of courses. The College of the City of New York coöperates with the city administration. Johns Hopkins University is organizing an Institute of Hygiene and Public Health to train public health officers. Conditions are constantly changing. Investigation of courses offered by universities must be made by the individual.

Two institutions exist solely for the purpose of training men and women for office-holding. The Training School for Public Service, connected with the Bureau of Municipal Research, New York City, trains directly for administration of public affairs by actual work in New York City and by theoretical courses. All grades of applicants are received and placed. The Institute for Public Service, New York City, also trains the individual through direct apprenticeship. These are pioneers whose example is even now being followed.

Law will continue to be good training for certain fields. Schools of civics and philanthropy offer the best training for municipal politics, which is becoming more and more social in character. In a small way the schools for citizenship now being established in most cities by the suffrage organizations are invaluable for the political aspirant, even though they are primarily for the voter.

A background is even more essential than special training.

Courses in English, modern languages, political science, history, philosophy, and sociology should be taken by the undergraduate in the general college or university. All things can be added to a good foundation.

For good positions in the political parties experience is essential. Women occupying prominent positions in these at present are women who were trained by suffrage campaigns. The woman who wishes training must get it through a volunteer apprenticeship in a party campaign, beginning perhaps with the local conditions in her own community. As political parties are run by business methods, a business training is an entering wedge.

In schools and field work alike the length of training varies with the individual. The field is too new for other than experiment.

Opportunity for advancement

THE opportunity for advancement is limited only with the presidency of the United States. Women can go as far as they show themselves really able. The field of politics offers more than any other field for women all the incentive of unlimited advancement commensurate with individual ability.

Financial returns

FOR women the financial returns are decidedly good. Salaries of public officials have an enormous range from the President's $75,000 and traveling allowance, down to the "dollar a year man." They are readily ascertainable. Organizers in parties get from $50 to $75 per week and expenses.

Qualifications desirable for success

FOR success, ability to judge and handle people is necessary for all administrative positions; in political parties, sagacity, resourcefulness, power to discern the true from the false, common sense, imperturbability, wide experience with human nature; for specialized public service, the special qualities going with the work.

Advantages

The advantages are those of an unploughed field. The subject-matter is enormously important. The power for influence is great; for instance, in the moulding of party policy as an organizer. The work is highly creative, highly dramatic. It is so varied as to offer each person his specialty. It affords indoor and outdoor, regular and irregular routine. Politics is an unsurpassed school of life for the individual. It lacks the stultifying effect attaching to most occupations for women. Politics for women means a life of real vitality and worth.

Disadvantages

There is no eight-hour day. Prejudice and ignorance must be fought or conciliated. Personal existence and perhaps personal happiness must be sunk in public good. Many illusions perish violently.

Extent of occupation

The demand is greater everywhere than the supply. The chance in state and municipal politics is particularly good, say as a member of the legislature.

Suggested reading

"American Commonwealth" — Bryce.
"Political History of the State of New York" — Thurlow Weed.
"The Education of Henry Adams."
"Contemporary American History" — Charles Beard.
"Your Vote and How to Use It" — Mrs. Raymond Brown.
"The Woman Citizen" — Mary Sumner Boyd.

RELIGIOUS WORK

GENERAL SECRETARY OF A CITY ASSOCIATION

IRENE HEADLEY ARMES

General Secretary, Y.W.C.A., Brockton, Massachusetts

Description of occupation

The position of general secretary in the Young Women's Christian Association offers a rare opportunity for community leadership. The scope of her work is unlimited.

The general secretary is the executive of the Association itself and becomes an *ex-officio* member of the board of directors and sits on all day committee meetings pertaining to the Association when necessary. Through her guidance the secretaries of the various departments are chosen, and under her leadership the work of the whole Association is promoted. She becomes a leader of the staff and the leader in the board and the leader among programmes for girls in the city.

The first task of the general secretary is to so direct and plan the work of the Y.W.C.A. that it shall be recognized as an indispensable organization for women and girls in community life. The general secretary becomes identified, either by influence or membership on committees, with every community organization of any account in the city.

Associated with the general secretary is a staff of workers, many of whom are executives, such as executive of the physical education department, the head of the industrial department of work for foreign-born women, religious education department, girls' work, and the resident executive business secretary.

The position of general secretary brings a big challenge to the student body of America to-day. With the women of the United States mobilizing in industry and business and professional work, Christian leadership in a community is a vital necessity.

The heads of various departments have people associated with them, but the general secretary holds the position of leader and executive head.

Preparation necessary

College education is invaluable, followed by a few years — two or three — of practical training in departmental work in an up-to-date local Association, this to be followed with one year at the National Training School, 135 East 52d Street, New York City. Training centers in various parts of the country and summer school work at the National Training School are also provided. For the post-graduate work at the Training School in New York, students are advised to take the following studies while in college: Psychology, pedagogy, and any other courses which concern the social problems of the day. Courses in Bible are also recommended. No graduate is admitted to the National Training School at New York without a certain number of years of practical work in a city Association.

Opportunity for advancement and financial return

The opportunity for advancement in the position of general secretary depends largely on the type of work accomplished. City Associations offer anywhere from $1500 to $4000, depending on the size of the city and the caliber of the work done in the community.

Demand and qualifications

The demand for general secretaries is great. There are many vacancies at present in city Associations. The qualifications necessary for a successful general secretary are as follows: creative ability, leadership of the nature which brings out people and their ideas and thought; ability to organize, an understanding of people, faith in people and their motives, tolerance, vision, enthusiasm, Christian ideals, knowledge of business management, recognition of leadership in others, fairness in judgment.

The position of general secretary or any secretary in the Young Women's Christian Association is often thought to be too hard and to offer too long hours and to be too confining. These comments are in a measure true. The work, because of its contact with people, compels one's interest, and the temptation is to give more time than one has the right to give. It rests in the hands of the general secretary to regulate the work and so adjust her hours and way of living that this may not be true.

Reading

READING material for any one thinking of going into Association work may be secured from the Woman's Book Shop, 600 Lexington Avenue, New York City. Catalogues and advice concerning reading material may be obtained from the National Training School, 135 East 52d Street, New York City.

THE MISSIONARY

MRS. HENRY K. WINGATE

Description of occupation

WOMEN have played a large part in the work of missions, throwing themselves into it with ardor and devoting themselves to the task of elevating the women of less enlightened lands. They are engaged in a variety of forms of service, such as direct evangelization, i.e., giving Bible instruction in towns and villages; conducting schools in which native girls are educated and trained to become Christian workers; as teachers of special subjects, such as science, mathematics, domestic science, or music; as medical missionaries, having charge of hospitals; as nurses or in charge of orphanages. Very frequently one woman fills a number of these positions like the principal of the Foochow Girls' College, who has had to perform all the duties of matron, dean, treasurer, registrar, and secretary in addition to superintending a day school.

Preparation necessary

It is thus evident that for the performance of such multitudinous duties a broad foundation of education is necessary. As one writer has stated, "The missionary must be consecrated to Christ and capable of meeting every demand, intellectual, moral, and spiritual, of the people to whom she is sent."

It is desirable that a young woman going as a foreign missionary be a college, university, or normal-school graduate. The classical course is best calculated to prepare her for the mastery of a foreign language, without which no successful work can be done. Oberlin, Mount Holyoke, Wellesley, and Carleton Colleges are well represented on the mission field.

In addition to the college course, special training in a Bible school or theological seminary is desirable. This may be obtained in a number of institutions among which are the following:

The Baptist Missionary Training School, Chicago, Ill., two or three years.

Kansas City Baptist Women's Missionary Training School, two years.

Baptist Women's Missionary Union Training School, Louisville, Kentucky.

Bethany Bible School, Chicago, Illinois, four years.

College of Missions, Indianapolis, Indiana, forty-five courses.

Chicago Training School, 4949 Indiana Avenue, two years.

The Kennedy School of Missions, Hartford, Connecticut, over fifty courses.

National Training School, Y.W.C.A., New York City, one year.

Gordon Bible College, Boston, Massachusetts, two, three, and four years.

Opportunity for advancement

The opportunity for advancement is spiritual rather than material. There is neither least nor greatest in the missionary sisterhood.

Financial return

A missionary's salary varies according to locality, but is supposed to be sufficient for a simple scheme of existence, and with economy will allow the laying-up of a few treasures on earth. A tithe for the Lord and a tithe for a rainy day leaves one with sufficient still for food, clothing, and a magazine!

Qualifications desirable for success

The most important qualifications for a missionary are the following: love of Christ, love for souls, sympathy, tact, gentleness, humility, patience, good health, linguistic ability, cheerfulness, and common sense. To these may be added an understanding of the people, familiarity with their beliefs and their literature; ability to reason and to defend the Christian faith.

Advantages and disadvantages

Life in a mission station is a goodly fellowship, and warm and lasting friendships are made with one's associates and with the people of the land who repay the outlay with a wealth of affection. Far from home, but with spiritual kindred, the life on the foreign field grows inexpressibly precious. Furloughs give opportunity for travel and shorter vacations can be taken, although the temptation, in view of the magnitude of the work, is to neglect one's health. The older missionaries give wise counsel in that regard.

Supply and demand

There are more than a score of Women's Boards of Missions of all denominations, the Methodist and the Presbyterian having the largest work. Those of the Congregationalists support nearly two hundred and fifty women on the foreign field, sixty boarding-schools, three colleges, four hospitals, besides numerous kindergartens and day-schools, at an expenditure of half a million dollars. What other enterprise can show such splendid results with such a small outlay? The other missionary boards can claim equal distinction.

Reading

Some of the books on the subject of the preparation for missionary work are the following:

"The Training of Teachers." Report of Commission V. Revell Company.

The Fifth Report of the Board of Missionary Preparation. Edited by Frank K. Sanders, Ph.D., D.D.

"The Call, Qualifications and Preparation of Candidates for Foreign Missionary Service." (Student Volunteer.) 3 West 29th Street, New York City.

"A Manual for Young Missionaries" — Arthur H. Smith, Shanghai, China.

"Our World-Wide Work." (Woman's Board of Missions.) Congregational House, 14 Beacon Street, Boston.

THE Y.W.C.A. WORKER

ABIGAIL T. HAWKES

Cultivation Secretary, Personnel Bureau, Y.W.C.A., New York City

Description of occupation

The Young Women's Christian Association believes that the foundation for a wholesome, normal spiritual life is a wholesome, normal physical life. Hence it concerns itself with the problems of food, housing, employment, industrial relations, friendship, exercise and recreation that confront the average girl in the city, town, college, or rural community, as well as with her problems in Christian thinking and living. The employed officers, who direct and administer the programme of the Association, are known as "secretaries," or, when they are at the head of a technical department, as "directors" — general secretary, industrial secretary, girls' work secretary, gymnasium director, cafeteria director, etc.

To fill these secretarial positions the Y.W.C.A. turns, as a rule, to the young college women of the country and for its technical directors to the graduates of recognized schools of physical education, household economics, etc. It is not enough, however, that the candidate be an efficient and well-educated and experienced worker. She must be in sympathy with the aspirations of the organization, have a knowledge of its history and understand its significance and methods. A system of training has been devised, therefore, designed to meet the needs of different types of candidates.

Preparation necessary

I. Preliminary Training
    A. Extension Courses
        For persons without experience.
        Four weeks of lectures and practical work.
    B. Summer Session of the Training School
        For persons of executive experience gained in work other than that of the Y.W.C.A., and for those already in the movement who are desirous of changing their type of work, or of bringing their technique up to date.
        Six weeks' intensive training — lectures (and demonstrations).
        The certificate for the course is not granted until the student has completed nine months of successful employed service in an Association position.

II. Advanced Training
    A. National Training School
        For Association secretaries whose record and ability warrant their being prepared for positions

> of greater responsibility; for mature women of recognized ability who are desirous of entering the Association movement as directors of religious education; secretaries of city, town, and country Associations; leaders in International Institutes; student secretaries; industrial secretaries or secretaries for foreign fields.

It is desirable that college students who plan to enter Association work should select their courses and choose their electives with this in view. A thorough knowledge of English, the ability to use the language with clearness and facility in speaking and writing, is always essential. Excellent training may be had in college debating societies or in discussion clubs or classes. Every Association secretary should have a foundation knowledge of history, economics, sociology, and industrial problems. All the work in athletics that she can have, in games and recreation, is desirable. A course in practical psychology and a good course in Bible study are helpful. Some volunteer experience during summer vacations in welfare work, as councillor at a girls' camp, or as leader of a girls' club is of great value.

Opportunity for advancement

THE limitations for growth and development in Association work are the limitations only of capacity on the part of candidates. There are always new fields. The young secretary just out of college might take an extension course, or possibly come to the summer school if she has had some volunteer experience in social work. She would probably fit herself to begin as a leader in club work, having contact with girls in school or young employed girls, and looking forward, perhaps, after experience and further training, to becoming a field work executive and administrator, with a staff of volunteer workers, carrying some financial responsibility and coöperating in the community life. When a secretary has developed the work which she can do in one town or city to the furthest point that can be reached under her leadership, she may always go to another city. When ideas for work with younger girls cease to come to her, she may take a course at the summer school as a bridge for the transition from girls' work to a town or country secretaryship, and after a few years may come to the National Training School for preparation for positions of greater responsibility or a general secretaryship or field worker. Publicity does not play a large part in the Association. A secretary may do successful and progressive work, her name may stand for much that is significant and worth while in her community; she may become well known in Association work, but she will not often be prominently known to the public. Her distinction comes through what she has been able to accomplish in her group. The person who does not succeed in this work is the woman who cannot subordinate the expression of her own individuality in order to express the purpose of the movement; those who are most outstanding in Association work are those who have most lost themselves in it.

Financial return

The Association cannot compete with the returns offered in the commercial world. Like all social work, it is largely dependent upon the public for its resources. It will never be able to give the financial return of the great business which is a money-making concern and able to turn back a considerable part of its proceeds in the form of salaries. Association salaries average from $1200 to $1600, varying according to the type of work done, the section of the country in which the secretary is placed, and the quality of experience which she has had. Some salaries run from $1800 to $2000, and occasionally for experienced workers, as high as $3000 or $3500, but these positions are not numerous.

A retiring fund or system of pensions for secretaries withdrawing from active work because of age or illness is being established. Salaries compare fairly with those offered by similar organizations for work approximately equal in demand, and there is a tendency for them to increase somewhat, but the Association is not the field for the woman to whom salary is the main consideration.

Qualifications desirable

To be successful, an Association secretary must have a sincere desire to make her life and influence of use; to live essentially as one who serves. She must have a genuine liking for people and interest in them; a sympathetic understanding of different viewpoints and ability to keep her own counsel. If she has some musical gift it will be an assistance to her. It need not be a very big gift, but the ability to sing a little, to play an accompaniment for dancing or singing or exercise, is most useful. Good health and a love of out-of-doors, of games and sports and athletics, help. Good taste and charm of dress and manner are of value in her work, and the stronger, simpler, more all-pervading and abundant her spiritual life, the more she can help others to realize their own.

Advantages and disadvantages

LIKE most work which makes large demands upon qualifications of character and spirit, the Association offers rich reward in experience and the opportunity to develop to a high degree latent powers. The secretary meets and knows many kinds of people. How many and how well depends largely upon herself, for she may serve as a mediator and interpreter between different ages or classes or nationalities. Many an unveiled human problem is presented to her, and in assistance given toward its solution her sympathy widens and her understanding deepens. She may become to an unusual degree an all-round woman.

There are disadvantages connected with the Association. An attempt is being made to standardize the hours of service that a secretary gives. In many Associations an eight-hour day is already in effect, but the movement has not become established as yet, and there are still Association secretaries who spend long days and whose leisure time is sometimes interrupted by demands that cannot well be set aside. In most Associations, however, the secretary is assured of one free day in the week and a full month's vacation.

Extent of occupation

In 1914 the number of local Associations in this country was 979 and 1663 secretaries and assistants were employed. In April, 1920, there were 1180 Associations and 3172 employed officers. The expansion that has taken place in the last five years represents an emergency growth. It will not — it is not desirable that it should — continue in this degree, but established work should be maintained and normal development expected. New secretaries are needed each year to meet this growth and to fill vacancies created by the resignation of secretaries who are claimed by home duties and marriage.

Reading

"History of the Christian Church" — Walker.
"Industrial History" — Cheney.
"Religious Forces of the United States" — Carroll.
"Social Creed of the Churches" — Ward.
"Moral and Religious Challenge of Our Times" — King.
"Girlhood and Character" — Mary Moxcey.
"Young Working Girls" — Woods and Kennedy.
"Fatigue and Efficiency" — Josephine Goldmark.
"The Science of Power" — Kidd.
"A Theology for a Social Gospel" — Rauschenbusch.
The following periodicals: "Atlantic Monthly," "Independent," "Literary Digest," "Life and Labor," "Nation," "New Republic," "Outlook," "Survey," "Manchester Guardian" (weekly).

SCIENTIFIC WORK

THE BACTERIOLOGIST

MARION SLATER STONE, Ph.B.

In Dr. James Alexander Miller's private clinical and X-ray laboratory, New York City, and Bacteriologist and Clinical Pathologist for the Tuberculosis Division of Bellevue Hospital, New York City

Description of occupation

The work of a bacteriologist varies greatly and at present is confined largely to laboratories in hospitals and health departments. The work in these institutions consists mainly in diagnostic and therapeutic analyses and milk and water analyses. Some of the diagnostic work is the examination of sputum to detect the presence of the tuberculosis bacillus, of throat cultures for the diphtheria organism, and feces for the typhoid bacillus. It is necessary first to show the presence of these organisms, then to give the proper treatment. In the therapeutic work the bacteriologist is of assistance in preparing vaccines and antitoxins. Some of these therapeutic products are procured from commercial houses, while others are made in the same laboratory in which the analyses have been made. Another branch of this work is the testing for the virulence of an organism. The work on water is important to detect the presence of typhoid bacillus and colon bacillus, while the most important part of milk analysis is the counting of bacteria. If too many bacteria are present, it is assumed that sufficient care has not been taken in handling the product.

Preparation or training necessary

As in all work that requires careful thought, the more thorough the preparation the better the result, and the more intelligent the understanding of the examinations. A reading knowledge of French and German is a help in several ways, from the minor advantage of knowing that "sauer" means acid to the ability to read articles as they appear in the literature. If one has studied physics, she has the knowledge of the physical laws of the substances in which she is most interested. The chemistry courses necessary are inorganic, qualitative and quantitative analyses, organic and physiological chemistry. Physiological chemistry is not as essential for a bacteriologist as for a clinical pathologist, but is valuable if one wishes work in a hospital where clinical work, such as blood chemistry and urinalysis, is frequently combined with the work of the bacteriologist. One year of bacteriology is the minimum and more is preferable. A year of general biology should be added to this schedule of study. Most of the universities of good standing have courses in these studies requisite for a bacteriologist. Some of the schools giving good courses for this work are the Massachusetts Institute of Technology, Columbia University, Brown University, and Simmons College. The medical schools, such as the College of Physicians and Surgeons of Columbia University, have special courses that non-medical students may take. After the bachelor's degree has been obtained, it is best to try for a position in a hospital or health department where the routine work can be mastered. It takes several years of hospital work to become fully familiar with this field.

Opportunity for advancement

The opportunity for advancement in this line depends both on the individual and the institution. In starting one is fortunate if she receives as laboratory assistant one hundred dollars a month or its equivalent in board, room, and laundry. City and state health departments are very reluctant to increase the salary. Their appropriation is not usually very large, a laboratory being regarded almost as a luxury rather than as a necessity by those arranging the budget. The weapon frequently used to obtain a raise is the prospect of another position paying a better salary. To this report the superintendent either replies that he will gladly raise the salary a few dollars, or, if he is desirous of gracefully ridding himself of the bacteriologist, advises her not to miss such an opportunity. She may receive $2000 a year, or, in rare instances, $3000.

Qualifications desirable for success

If she is to make a success as a bacteriologist, it is necessary that she should be observant and able to make decisions quickly and accurately. Originality is a great asset if she desires to do research work.

Advantages and disadvantages

The advantages in this work are the aptitude women seem to possess for such occupation, the pleasant surroundings and the opportunities of meeting people who have made names for themselves in this profession. When she has become thoroughly familiar with the work, a private laboratory is pleasant. It is often well to spend part of the time in a private laboratory and the other part in a hospital. If to the knowledge of bacteriology is added that of blood chemistry, seriology, and X-ray, the work is broader and less monotonous. This is the work of a clinical pathologist.

One of the disadvantages of a hospital to a college graduate is its military system. The authorities have not quite been able to decide the social standing of a bacteriologist. They do not know whether to rank her with a doctor, who has his technical degree, but frequently has not his academic degree, or to rank her with other female employees who are fortunate if they have a high-school diploma. A second disadvantage is the lack of opportunity to meet people in other lines of work. Still another is the necessity for working until all hours of the night if a special experiment or case is to be reported immediately. Some institutions require Sunday morning work, but the average position permits regular hours, usually from nine to five, free Sundays and a half-holiday once a week.

Extent of occupation

More and more women are taking up bacteriology. In one way this makes it more difficult to find a position, but on the other hand, it is the very reason for the creation of more opportunities. If one has the qualifications for this occupation, it is not difficult to find an opening. The medical journals are continually announcing vacancies to be filled. The West is said to pay the highest salaries, but the largest cities offer the most opportunities. At one time hospitals and health departments were the chief employers of bacteriologists, but now physicians are seeing the advantages of having a bacteriologist for their private laboratories. Many institutions such as banks and insurance companies have a well-paid bacteriologist on the staff.

Reading

"Pathological Technique" — Mallory and Wright.
"Pathological Microörganisms" — Park and Williams and Krumweide.
"Laboratory Technique" — St. Luke's Hospital.
Monographs on various subjects — Rockefeller Institute for Medical Research.
Articles in various medical and bacteriological journals.

THE GEOLOGIST

ELEANORA F. BLISS

United States Geological Survey

Description of occupation

The geologist is a person who studies the constitution and structure of the earth. He observes the physical forces that are operating to produce the earth as we now know it, and from these observations he draws conclusions as to the history of the earth's development in the past and makes certain predictions as to the probable course of its development in the future.

The laboratory of the geologist is in the field, and the study of rocks and of the physical forces that operate in the formation and destruction of rocks is best carried on by actual observation. A geologist in order to be thoroughly competent must spend part of each year in the field. The rest of the time is spent indoors working upon the materials that have been collected in the field. Fossils are studied in order to determine their diagnostic value; thin sections of rocks are prepared and examined under the microscope in order to identify types; new minerals are described; identifications of previously known minerals are confirmed; chemical analyses are made and reports written during the indoor office season.

The working-up of field material requires a considerable degree of specialization, since many different phases of geology may be developed in one particular region. There is office work for the geologist who does not wish to go into the field, and prefers to work over the material collected by others. The paleontologist will identify and describe fossil collections sent in from the field and can prepare from these collections comprehensive reports on the fauna of a certain region. Paleontology is a particularly good field for office work and several women have already made notable success in this line of work. The study of microscopic sections of rocks and determination of rock types can be made in the office, though such study is a poor basis for generalization on the geology of a given region unless accompanied by observations of the field relations of the rocks. The making of chemical analyses of rocks and minerals and of water analyses is perhaps the best field for purely office work in geology. In general, it cannot be too strongly stressed that for the development of a successful and all-round career in geology both field work and office work are absolutely essential.

The life of a field geologist is arduous and requires, in addition to an impelling enthusiasm for the subject, a physical strength and energy and an ability to endure hardships of a certain sort which comparatively few women as yet possess. It has many drawbacks at present as a vocation for women.

From the point of view of a paying profession, irrespective of any desire for a career in which the highest success may be attained, geology has several profitable openings. Several possible occupations that do not entail field work have been noted above. In addition, there is a new and rather promising field that has opened since the war for men and women who have had a geological training and who wish to devote themselves to the statistical and bibliographical study of mineral resources both domestic and foreign. The shortage and allocation of mineral supplies caused by the paralysis of commerce during the war brought the Government and the mining profession to realize the vital necessity of keeping in close touch with the mineral situation throughout the world. The United States Geological Survey has established a section devoted to the study of foreign mineral resources, in which women may find a promising field for activity. Several prominent mining engineer offices throughout the country are maintaining information branches for the benefit of their clients, and in at least one case a woman is successfully conducting this branch of their work. High schools and women's colleges also offer a certain opportunity for teachers of geology.

Training necessary

Among schools preparing women for geology are Bryn Mawr, Vassar, Wellesley, Mount Holyoke, Smith, Barnard, Radcliffe, Cornell, and the various State universities. For statistical and bibliographical work at least two years of undergraduate geology are desirable. Any one who wishes to carry on more extensive research will find one or two years of postgraduate work a valuable asset. Scientific courses are a good preliminary to the study of geology, particularly chemistry and physics. Biology is very desirable for those who intend to specialize in the organic side of geology. English composition and literature is a good foundation for scientific writing, and a thorough knowledge of languages, particularly of French and German, is most important. Mathematics is a good course to take in connection with scientific work, as a certain amount of mathematics enters into all science and because the study of mathematics helps to develop scientific reasoning powers. It may be said of preparation for geology as of preparation for all specialized work that a wide range in undergraduate work is highly desirable in order to develop a breadth of vision and a comprehensive grasp of the specialized field.

Opportunity for advancement

TEACHING positions for women geologists offer the usual opportunity for advancement that is afforded by schools and colleges. In the case of women's colleges the maximum advancement would naturally be to head of the department. The chances for advancement in commercial work are still unestablished, as this is a new field for women. They must of necessity be largely dependent upon the individual, as the advancement of any individual in a business firm is conditioned entirely by the value of that individual to the business. A woman in a mining office will usually suffer from the handicap that she is not available for active field work. The best opportunities for advancement for women in the geological profession probably lie with the United States Geological Survey and with active State Surveys where women have a good chance to make their services increasingly valuable.

Financial return

THE minimum financial return would probably be received by teachers of physical geography in high schools or assistants in college laboratories, and at the present time the maximum return is doubtless received by women professors of geology. This minimum and maximum would vary with the individual school or college, but would range somewhere between $800 to $4000 a year. The salaries of geologists in the Federal Survey are under course of reclassification. The minimum salary now paid to a geologic aid is $1200 a year and carries with it a bonus of $240 a year. Salaries of State officials vary with the individual States. Commercial positions offer about $1800 to $2000. They are still such an untried field for women that it is impossible to predict their maximum return.

Qualifications desirable for success

Natural qualifications that are essential to the good field geologist in general are good health, strength, endurance, good power of observation, a sense of direction, accuracy, neatness, keenness of deduction, and good power of visualization. A woman particularly requires adaptability and poise, as her life in the field will throw her in contact with all sorts and conditions of men. Personal courage and a well-controlled nervous system are essential requisites.

In the office a good memory, statistical sense, and sound judgment are excellent qualifications for the geologist.

The acquired qualifications to success are those that would be cultivated by constant work in the subject. Among them might be mentioned a good memory for established types which will enable the geologist to recognize readily rocks, minerals, and fossils that he has once seen. Draughtsmanship and a certain amount of mechanical skill should be cultivated.

Advantages and disadvantages

Many advantages in geology as a profession might be enumerated by those who love the subject. Out-of-door exercise and constant change of environment tend to keep both mind and body vigorous and healthy and to avoid falling into a rut. The people with whom the geologist comes in contact are varied, derived from all walks of life, and generally interesting. The indoor work has the advantage of usually being located in centers with cultural advantages such as large cities and universities.

The chief disadvantage in a geological profession for women is the restricted opportunity for field work. There are many sections of the country in which it is not safe to send a woman alone. It is hard to detail one woman to a camping party of three or four men. In order to live the life of a field geologist a woman must be strong and of an active disposition. The hours are long and a good field day covers from seven in the morning to six at night. In addition there is often map work and labeling of specimens to be done at night, so that fourteen hours' work is a very common occurrence in a day in the field. A great many women will regard the necessity for long, rough walking, often averaging anywhere from fifteen to twenty miles a day, as a disadvantage. Exposure to all kinds of weather, to cold, heat, and wet, often makes life in the open hard. Poor accommodations and poor food are frequently the portion of the field geologist.

In the office the disadvantages are very similar to those of any indoor office occupation. As contrasted with teaching the hours are more confining. There are no full Saturday holidays and only brief leave for summer vacations.

Supply and demand

THE demand for trained women geologists is at present probably larger than the supply owing to the fact that many men in search of increased pay are leaving certain fields of geology, for instance the Federal and State Surveys. The demand for geologists to fill office positions such as described under the Foreign Mineral Section of the Geological Survey and in commercial offices of oil companies and mining engineers will probably increase, and women will doubtless find in these positions assured and reasonably lucrative openings for geological work. The demand for women as field geologists will probably not materially increase in the near future owing to the inherent difficulties in this occupation for women. Nevertheless it must be remembered that there are at present very few women engaged in this country in the active profession of geology and that they are in every sense of the word pioneers. It has been established that it is not impossible for women to do successful work in geology, and the future of the profession as a career for women depends to a great extent upon the enthusiasm and devotion of those women who are willing and anxious to devote themselves to a work which can be in every sense of the word repaying to those who love it.

THE MEDICAL RESEARCH WORKER

KATHERINE R. DRINKER, M.D.
Managing Editor, Journal of Industrial Hygiene

Description of occupation and actual work done

MEDICAL research in its broadest sense comprehends at the present time investigation not only in medicine and in surgery, but also in the fundamental sciences of anatomy, bacteriology, biology, chemistry, pathology, and physiology. There are, it seems to me, three types of opportunity for women taking up medical research as a profession. First comes work in the colleges and universities in such departments as those of biology, chemistry, and physiology. Here a woman may work upon research problems provided her time is not entirely filled with teaching — which, unfortunately, it usually is. As a general rule it is perhaps safe to say that the smaller the college, the more the teaching, and the less the money and time available for research. On the whole, the outlook for the medical investigator in the colleges is none too promising. Besides, in the colleges there are places for medical investigators to be had in hospitals — positions such as that of chemist or pathologist to the hospital in question. Positions of this sort usually include general oversight of the routine hospital chemical or pathological work, and afford time and equipment for research. The third type of research opportunity is to be found in research institutes and in the fundamental departments in medical schools — departments of anatomy, bacteriology, biological chemistry, pathology, physiology, and experimental medicine and surgery.

The actual type of work which may be done in any one of these environments runs all the gamut of medical possibilities from abstract laboratory problems in theoretical chemistry to actual work upon hospital patients. One may seek to find a new method for detecting lead in human tissue, the effect of the electromagnet on muscular action, the cause of hunger or thirst, the nature of the nerve impulse, the cause of measles, why workers in foundries suffer from "brass chills," what happens to the lungs of stonecutters — there is no limit to the multiplicity of important and fascinating problems which people the world of medical research.

Training necessary

Without doubt the medical investigator should be equipped with a Ph.D. or an M.D. degree, with the training which these degrees imply. A Ph.D. degree preliminary to medical research may be obtained in any one of the fundamental sciences in such university or college departments as those of biology, chemistry, physiology, etc. The student should seek to obtain her degree in the laboratory of the man or woman preeminent in the line in which she wishes to specialize. Three years at least of graduate work are required to become a doctor of philosophy. A medical degree requires four, in many places five years of study beyond the preliminary premedical college work. In these times, however, a woman has no difficulty in obtaining a good medical education. Practically all of the first-class medical schools have opened their doors to our sex. There are fewer good hospital opportunities, but this is merely a disadvantage, not a deterrent. But the young medical graduate does not leave the medical school or hospital ready to become a full-fledged investigator. She is merely ready to begin at a small salary her apprenticeship in the laboratory of an investigator who has already achieved success. Indeed, a man's distinction in the research world may often be gauged by the number of young students who apply for work in his laboratory. It would perhaps seem from this account that a doctorate in philosophy were preferable for a medical investigator to the doctorate in medicine. Such, however, is not the case. Though the apprenticeship for the physician may be longer, in general the opportunities eventually offered him are better than those coming to the doctor of philosophy. Evidence for this fact may be found in the number of investigators with Ph.D. degrees who eventually study medicine.

The college student who makes up her mind to become either a medical investigator or a practicing physician can benefit herself enormously by a wise choice of undergraduate courses. I cannot emphasize this point too strongly. My personal experience is that all too seldom is the college student advised aright as to pre-medical work. The best courses to take are these: higher algebra through quadratic equations, geometry (plane and solid), trigonometry, and calculus; one year at least of college physics; chemistry including inorganic, organic, qualitative and quantitative analysis, and a course in physical chemistry; one year of biology; and French and German enough to insure a good reading knowledge of these languages. My demand for more chemistry and mathematics and less biology than is usually urged may seem heretical to many advisors of college students, but the wisdom of it will be enthusiastically subscribed to by the majority of medical investigators.

Opportunities for advancement

THE opportunities for advancement in the world of medical research depend entirely upon the ability of the individual and the character of the investigative work which she does.

Dr. Florence R. Sabin, one of the foremost women in medical research in the United States, is Professor of Histology in the Johns Hopkins Medical School; Dr. Alice Hamilton, who has devoted herself to industrial medical investigation, is Assistant Professor of Industrial Medicine at the Harvard Medical School; Dr. Vera Danchakoff is Assistant Professor of Anatomy in the College of Physicians and Surgeons (the medical school of Columbia University); Dr. Martha Wollstein is an associate of the Rockefeller Institute for Medical Research. These are a few of the women who have made good in the field of medical investigation. Though it is, undoubtedly, more difficult for a woman than for a man of equal ability to attain a position of eminence in this field, if the character of her work is sufficiently distinguished practically no opportunity is closed to her.

Financial return

The financial return in the profession of medical research may perhaps be listed as its greatest disadvantage — the maximum salary obtainable by a woman being probably about $5000 or $6000, the minimum in the neighborhood of $1000.

Advantages and disadvantages

This material disadvantage is, however, to my mind enormously counterbalanced by the advantages and satisfaction of a life devoted to a search for the unknown, to an effort to add to the sum of human knowledge and to make medicine more fitted to cope with its task of alleviating suffering and preventing disease; a life without hurry or bustle, among people with the same high ideals and the same intellectual interests, a life full of creative and imaginative effort of which one's work is the absorbingly interesting center.

Qualifications desirable for success

The natural qualifications which seem to me to be essential to the successful investigator are imagination, intellectual curiosity, and capacity for great enthusiasm; but these qualities are valueless without the acquired qualification of sound fundamental training. Impartiality, power of making discriminating and fair judgments and of seeing things in proper perspective, willingness to work hard, to see things through, to face failure courageously and success with composure, orderliness of mind and of action, manual dexterity — all these are qualifications advantageous to the potential investigator.

Supply and demand

THE number of women in the United States engaged in medical research is comparatively small; a few hundred at the outside, and these are scattered about the country working in the various colleges, hospitals, and medical schools. The demand for able women in this field of medical investigation is certainly greater than the supply, but real success in it — for men and women alike — is the achievement of the happy few. "Many are the wand-bearers, few are the mystics," as the old Greek has it; or, in the words which we know better, "Many are called, but few are chosen."

THE PAPER CHEMIST

JESSIE E. MINOR

Paper Chemist, Hamersley Manufacturing Company, Garfield, New Jersey

Description of occupation

THE making of paper has been developed much more as an art than as a science. The chemistry involved in the process is so complex and so specialized that even now it is but partially understood by the best of chemists. This is one reason why the practical paper-maker has been so reluctant to accept the assistance of the chemist in his work.

The work of a paper-mill chemist, as of many other industrial chemists, is of a threefold nature. First, there is the sampling and analyzing of all raw materials. This requires a knowledge of the use to which the material is to be put, good judgment and care in the obtaining of a sample which will be truly representative of the whole, and such an analysis as will give just the information desired. With some commercial materials it would be a waste of time to strive for an accuracy greater than one per cent, whereas in other cases it is quite essential that duplicate analyses check within 0.01 per cent. These raw materials cover a very wide range and depend largely upon the kind of product put out by the particular mill. They will probably include wood pulp or rag, dyes of all kinds, bleaches, rosin, clay, alum, starch, glue, and casein for the paper-mill, and, for the accessory departments, there may be coal, fuel oil, lubricating oil, flue gas, power gas, metals, alloys, waxes, and numerous other materials.

After testing the raw materials the chemist must go one step further and watch the changes which these raw materials undergo in order to see that uniformity is maintained. She must decide just when and where to take samples for analyses, or perhaps for some physical test which will give information on the working-out of the process. A wide-awake chemist will be a real source of information to the management, for she will be able to discover when results are running abnormal for which an explanation should be sought.

The third phase of the work of the chemist is to try out and develop new processes or the use of new materials which might be of value if successful. Vast amounts of money have been spent for machinery which could have been saved by a chemist who could duplicate machinery conditions and carry out the process on a laboratory scale. For this purpose we have found the egg-beater, the butter churn, and the potato-ricer of inestimable value. For this purpose a general knowledge of the engineering problems involved is of great value, for it is extremely difficult to obtain such coöperation between a pure chemist and an engineer as will give results when researching on new problems which are at all comparable with those obtained by one person who is primarily a chemist, but who has sufficient knowledge of mechanical engineering to carry the problem to the limit.

Preparation necessary

As to the amount of training required to become a paper-mill chemist there is neither a minimum nor a maximum. It is quite a common practice to teach to a high-school graduate the routine control work including titration analyses, simple gravimetric analyses, extraction, distillation, etc. Usually it is possible to give enough variety in this kind of work to afford, to the wide-awake person who is willing to study the theoretic considerations involved, an opportunity for advancement which is superior to that of the average college laboratory because of the individual attention and the added incentive of knowing the practical value of the work. All that is required is honesty, industry, keen observation, and a reasonable amount of manipulative ability.

But for the research chemist, who originates her own work, it is absolutely essential to have at least a college education. This should include all the chemistry possible and every kind. Next in importance are physics and biology, or some other subject using the microscope. Many laboratories are making use of microphotography and microchemical analyses. After that comes practical psychology. The methods of the chemist are usually non-understandable and results are dependent upon her ability to hold the confidence of the management. It is here that the woman chemist faces her largest disadvantage, for the average industrial man finds it difficult to believe that a mere woman can solve his mill problems. The college girl who contemplates an industrial position should embrace every opportunity to visit industrial plants and to talk with industrial men in order to get their points of view and thus be able to meet them on equal terms in discussions of business matters.

For the position of independent chemist or chief chemist, post-graduate work is essential. Even the training obtained in writing doctors' theses, when one learns to study the literature exhaustively and to follow a problem to its most minute detail, is of inestimable value.

Opportunity for advancement

As to the opportunities for advancement everything would depend upon the extent to which the chemist obtained the confidence of the management, but there is no reason why a woman should not advance as surely as a man, though perhaps more slowly.

Financial return

As to financial matters I do not believe that the average laboratory is paying women chemists any more than a similarly equipped person can get in the teaching world, and often the longer hours are only compensated for by the lack of class-room tension and the better educational opportunities. The plan in the laboratory of the writer is to give to each girl an opportunity to publish research which is worked out with as much care and assistance as is given to the average Ph.D. candidate.

Supply and demand

WHILE at present the number of women in paper-mill laboratories is not great, there is no real reason why girls should not take hold of paper-mill laboratories and develop the work in a manner which would be in many respects more satisfactory than when controlled by men.

Reading

ONE who is thinking of paper-mill chemistry will find interest and profit in reading "Cellulose" and "Paper-Making," by Cross and Bevan, who represent the most universally recognized standard authority on the subject of the chemistry of paper-making.

THE PHARMACIST

ELEANOR KERKER

Assistant Registrar, College of Pharmacy, Columbia University

Description of occupation

WHILE pharmacy usually conveys to the lay mind only the routine work of the pharmacy or drug-store, the profession also embraces the closely allied work of the pharmacognosist and of the pharmaceutical chemist. The former is trained to carry out, by means of the microscope, the analysis of the crude drugs employed in medicine to determine their genuineness and purity, while the latter finds his place in the laboratory of the pharmaceutical manufacturing house, there to carry out the production of proprietary medicines, galenical preparations, etc.

In all of these branches, and in the pharmaceutical departments of the various hospitals as well, women have begun to take their places on an equal footing with men.

While it is true that at the present time the pharmacy schools in general require but two years of training for the degree of Graduate in Pharmacy, based on two years in high school, the more far-sighted and progressive schools have long maintained higher courses requiring high-school graduation for admission, and leading to such degrees as Pharmaceutical Chemist, Bachelor of Science in Pharmacy, and Doctor of Pharmacy. These courses aim to prepare graduates for the more technical requirements of laboratory work, for clinical analyses, the preparation of biological products, teaching, etc., as well as to form a basis for the change from the two to the four-year high-school, when that requirement becomes the rule.

Training necessary

THE preliminary and professional training required is not the same in all States, but the National Association of Boards of

Pharmacy and the American Conference of Pharmaceutical Faculties have adopted minimum requirements which are binding upon their members, and in which bodies the more progressive States and schools respectively hold membership.

The National Association of the various State Boards recommends that its members demand, for admission to their licensing examinations, that the candidate be at least twenty-one years of age; that he have at least four years of practical experience, and that he shall have completed a course of at least two years at a recognized college of pharmacy. The time spent at the pharmacy college is credited as "experience."

The Conference requires its members to maintain a course of at least two years for the degree of Graduate in Pharmacy, and requires at least two years of high-school work for admission. It is to be noted that the Conference recently voted that in 1923 and thereafter the minimum requirement for admission to the schools holding membership therein shall be high-school graduation.

There are some seventy-nine schools of pharmacy in the United States, about three fourths of which are members of the Conference.

Financial return

THE financial returns in retail pharmacy vary according to the locality. In the larger cities, like New York, registered pharmacists are able to secure from $50 to $60 per week; while students who are employed while attending college are able to earn from $12 to $15, and in some cases $18 per week. This sum varies naturally with the amount of experience possessed by the employee. One of the unique features of the pharmacy schools in the large cities, where the demand for unregistered employees in pharmacies is very great, is the arrangement by these schools of their programmes, making possible the performance of the required work on three days of the week. This arrangement permits the student to secure employment on the days he is not attending college and gives the pharmacist the services of a first and second-year student, each for three, or three and a half days a week, according to his requirements. When the higher requirements for admission to the pharmacy schools become effective, it is reasonable to suppose that the financial returns will be greater.

Advantages and disadvantages

ALTHOUGH the members of the pharmaceutical profession, especially those in the retail branches, have been rather conservative concerning the employment of women, they are rapidly awakening to the realization that here, as in other lines of work, the logical distinction should be among individuals and not between sexes. Women seem to possess the requirements requisite for success in pharmaceutical operations. They are normally neat, accurate, conscientious, and tactful, the qualities most essential for such success.

Pharmacists have always been looked upon as professional people, and their standing in the community is equal to that of the physician or lawyer. One disadvantage in entering the pharmaceutical profession has hitherto been the confinement during long hours, but this condition is rapidly being bettered through the coöperation of those in the profession.

Supply and demand

IN the large cities the demand for properly trained pharmacists has always exceeded the supply, and this condition seems to be aggravated rather than minimized with each succeeding year.

Reading

THE various pharmaceutical journals have published, from time to time, series of articles upon the subject of women in pharmacy, outlining the careers of successful women in pharmaceutical circles. These would make interesting reading for any young woman who contemplates making pharmacy her life-work.

THE PHYSICIST

PROFESSOR MARGARET E. MALTBY

Columbia University

Description of occupation

The woman physicist in the strict sense is a *rara avis*. This is due to a variety of causes, among which is the fact that until very recently research positions in physics for women have been very rare — in fact, there have been few such positions for men outside educational institutions. Research laboratories in industrial plants is a recent development, so that practically the profession of physicist was confined to the teaching of physics with small opportunity for research. Another contributing cause is the fact that few women have the combination of a constructive imagination, the mechanical skill necessary for the successful investigator, the mastery of mathematics — an essential tool of the physicist — and a broad knowledge of the principles and applications of a science that taxes the imagination and reasoning power, and that is mathematical because it is exact.

That few women have entered this field need not frighten those who have the ability and the willingness to labor long and earnestly in a difficult field, but one *well worth the effort.*

During the recent war the opportunities for women physicists in research in Government scientific bureaus or in institutions engaged in research for the Government were greater than ever before, and many of these are still open to women who have the necessary training. Women were engaged in the Aberdeen Proving Grounds of the Ordnance Department, assisting in testing the velocities of projectiles and allied work; also in assisting in the research departments of the Bureau of Standards in Washington, and in its testing departments too. Important industries like the General Electric, the Western Electric, the American Telephone and Telegraph Company, and manufacturers of optical instruments, etc., all have research laboratories, and women assist the engineers in charge if any can be found qualified for the work. All these and other industries have testing departments where the work is more mechanical and less knowledge of physics is essential. I am not including these in positions suitable for women physicists. So we may say that the occupation of women physicists is not limited now to teaching physics.

Training necessary

If one is to go beyond the stage of ordinary rather monotonous testing, for which a high-school course in physics *may* suffice, the better the training the greater the possibilities for interesting research and advancement. For this the best training in my opinion is that given by a stiff broad college course, including all the mathematical courses; and at least general chemistry; the first courses in some other sciences, the selection of which will be determined by the branch of physics in which the student wishes to specialize; several courses in physics; modern languages (the physicist is not averse to the classics, but the ability to read French and German is essential); a sufficient training in English composition to enable the student to give a clear, logical exposition of a subject; and finally as many "cultural" subjects as possible. This should be followed by graduate study leading to the Ph.D. degree in a first-class university, with physics as major and mathematics as a minor subject. It would be advantageous to a woman to take a few courses designed for engineering students. She has the practical applications emphasized in such courses, and this is the side on which women are usually weakest. One or two summer vacations spent in a research laboratory as assistant would be helpful in this respect. If she wishes to teach physics in college I would strongly recommend a year or so abroad or with the best physicists available in her line. This is an advantage if she is to enter the field of research as well as education.

Opportunity for advancement

GIVEN this preparation — which we assume she has utilized as wisely as possible — the opportunity for advancement in research depends entirely upon the character of the woman herself and her ability. There seems to be no prejudice against a woman, if she can do the work as well as or better than a man. It is difficult to be specific, for such opportunities have been open to women so few years and the cases are individual. A general notion has been prevalent that women have no interest or aptitude in fields requiring mechanical ability. But with the increasing use of automobiles and household mechanical or electrical devices women are acquiring familiarity with their construction and operation. Perhaps the conservative academic world is more imbued with the idea of women's limitations in this direction than the industries, for it has been difficult for women to get full professorships in the department of physics.

Financial return

THE financial return for all this expensive education varies, and it depends upon the ability of the woman. If she begins as a research assistant in some Government bureau she might have to begin at $1400 a year, but with the training I have outlined she could undoubtedly command more and be advanced as she proved herself capable of independent investigation, particularly if she is equipped to meet the demand for expert service in some industrial field. The salaries for such positions are not usually advertised. There are fine possibilities for the woman of ability, initiative, and physical endurance who has the requisite training. It is no easy field. Her position would be no sinecure. She will have little competition even among men, for the majority go into strictly engineering fields.

Qualifications desirable for success

FOR success as a physicist one must have a constructive imagination — the ability to picture the mechanism of nature's phenomena, and to devise experiments to test that mechanism; a logical mind strengthened by the training in mathematics: devotion to the truth stronger than any personal pride in one's hypotheses or theories, and a willingness to take almost infinite pains in experimentation, if that is necessary to the success of the experiment. Further, one should have a certain mechanical sense. Though the construction of the apparatus is ordinarily left to a mechanic, yet the design of the apparatus best adapted to the purpose is usually made by the physicist. The sustained control of the mind and eye or ear during a long series of observations is physically taxing at times.

Advantages and disadvantages

PHYSICAL laboratories in educational or industrial institutions are usually pleasant, hygienic places in which to work. The hours are not long unless one chooses to make them so to finish an experiment. The constant development and variety in the work with fresh discoveries, the sustained interest in trying to solve "Nature's secrets," and the fascination of dealing with "eternal verities" either in research or in teaching, all make it an inspiring, though by no means easy, field.

THE PLANT PATHOLOGIST

FLORA W. PATTERSON

Mycologist in charge of Pathological Collections, Bureau of Plant Industry
Washington, D.C.

Description of occupation

A PLANT PATHOLOGIST is one possessing ability to recognize or to investigate diseases of plants. Unless they result from insect attacks, such diseases are mainly caused by fungi, bacteria, unsuitable cultural conditions, or unfavorable weather. Diseases caused by insects must be given consideration by entomologists. A diagnosis of a disease resulting from the presence of but one of the factors mentioned may be a simple matter, but it is a puzzling problem to determine with certainty a primary cause when two or more factors are concerned. Frequently the recognition of primary and secondary causes is only rendered possible by prolonged observation and experiment, but this certainty must be established before preventive measures can be prescribed. The most obvious effects are not always those caused by the primary organism, and the parasitic status of a fungus may have to be proven by inoculations of healthy plants with pure cultures of the suspected organism. Work of this nature may be carried on in laboratories, greenhouses, or in the open, and when including tests of fungicidal treatments may cover periods of months or years. Especially is this the case when the object is to establish the comparative effects and values of several fungicides.

Preparation necessary

WHILE the botanical departments of all universities and colleges of high grade are prepared to give pathological courses, during some years when applications are not made by a sufficient number of pupils to render it profitable or advisable to do so, such courses are temporarily discontinued. Superior opportunities are offered to women in some coeducational institutions; especially is this the case in State universities and some agricultural experiment stations.

Undergraduate studies should include Latin, French, German, general biology, organic chemistry, general botany, and especial attention should be given to plant physiology. If possible two, four, or more years should be devoted to graduate work.

It is essential that the investigator be well grounded in plant physiology and be familiar with normal plant anatomy in order to have an intelligent conception in a given case of a possible cause of disease. There are many ways in which a fungus may destroy or temporarily disturb the normal functions of a plant.

To become an assistant in plant pathology or mycology according to the standards required in the United States Department of Agriculture calls for training equivalent to that represented by graduation with a degree from an institution of recognized standing, with major work in botany and plant pathology or mycology; at least two years' graduate work, or in the absence of graduate work, practical experience regarded as its full equivalent; and ability to translate and write Latin descriptions and to read French and German. One must be qualified to perform scientific work in connection with studies of the cause and control of plant diseases; be able to classify organisms, embed, section, and stain tissues; thoroughly understand making pure cultures and inoculations; to conduct greenhouse and field experiments, and to review and abstract American and foreign literature.

Opportunity for advancement

The writer sincerely wishes it could be said that for the women pathologists there is always room at the top. There is no such pleasing prospect in view, but the exceptional woman may secure such a coveted position, and time proving woman's efficiency the old-fashioned prejudice may be overcome.

The head of the department of plant pathology in one of the leading coeducational institutions writes: "There is nothing in our university regulations or departmental practice to bar women from any position in the staff. However, in our department, the highest position thus far held by a woman has been that of an instructor. I should not hesitate to recommend a woman for assistant professor or even professor, if her qualifications warranted it."

Another writes: "As you know, the demands for women along lines of instruction and investigation in plant pathology and physiology are not so great as for men. On that account I hesitate to encourage every woman who is interested in botany to go into the work as a profession. If they are going into the chemical aspects of the work, or into the bacteriological aspect, there are more opportunities, inasmuch as boards of health and the like are demanding women workers in larger number every year, I think."

Still from another university word comes that, "There are no limits to the positions open to women in this department and the salaries paid them are the same as those paid to men for similar service."

Another states: "The salaries offered to the women as well as to the men depend on the amount which one has to pay to get talent which one desires to get and to retain. I have no way of knowing what the maximum would be if the right candidate presented herself."

One from an institution states: "The encouragement for young women to become heads of departments of mycology and plant pathology is very meager, and it seems to be based more on old-fashioned ideas and training than thought. I cannot see any reason why a well-trained young woman, with good discipline could not head a department just as well as a man."

Financial return

Financial returns in professional lines cannot be compared with those of commercial activities, and this emphasizes the necessity of a strong inclination for the former to be possessed by the embryo pathologist.

A survey of positions now occupied by women in this line does not form a basis for expectation of financial returns in any way commensurate with the expenditure of time and money involved in this preparation.

The Federal Government employs twenty-nine women in the capacity of pathologists and mycologists. The lowest entrance salary for assistants is $1320; the highest with executive duties is $2400.

In educational institutions compensation for one giving about one half time to laboratory or classroom duties while working for an advanced degree ranges from $400 to $900;

but full-time assistants and instructors receive from $1080 to $2700.

Qualifications desirable for success

The qualifications for success in the main are what must be possessed by every woman who seriously determines to prepare for a professional life. No half-hearted interest nor unwillingness to take infinite pains can find place in this line of work. It must be the absorbing vocation, let one's avocation be what it may. Hence one contemplating taking up this study should be a nature-lover and be deeply interested in these special investigational problems. They call for almost unlimited patience; as often a series of tedious investigations may only lead to negative results. One must have a willingness to plod along, not jump to conclusions; the most obvious symptoms are often misleading and by experiment may be proved of negative value. One must acquire skill in all phases of microscopic technique, free-hand sectioning, drawing, and a thorough knowledge of cultural methods, together with use of laboratory apparatus.

Advantages and disadvantages

The main attraction for the work must be a keen and permanent interest in the subject, as the financial return can never be the main asset in scientific work.

The disadvantages may be reduced to one, competition with men; not that the qualifications of men are necessarily superior, but that much of the old-fashioned prejudice against women in professions still exists and the popular demand is still for men. There is no confinement other than an amount usually associated with indoor employment, and the freedom of movement necessary in laboratory investigations reduces the fatigue and monotony of constant desk work.

Extent of occupation

Anything approaching complete data as to extent of occupation is manifestly impossible without an undue expenditure of time. Correspondence has been carried on with about forty professors, and as a result of the information received there have been located seventeen women engaged in the pursuit of pathological problems. The trend of some of the replies can be gained from the quotations given.

Women employed in colleges are chiefly occupied with instructional work, while the work in the Department of Agriculture is mainly investigational.

It seems probable until a larger number of thoroughly trained women have impressed college authorities with their fitness, special increase in demand cannot be anticipated. A majority of the better positions are now in Western colleges and State agricultural experiment stations.

When it is remembered that in 1896 probably but three women in this country held pathological positions, the present number of such positions filled by women is not discouraging.

Addenda

THERE exists a marked difference in the question of time between employment by institutions and by the Federal Government. In the case of the former the period of instruction is approximately nine months with Christmas and Easter vacations and the sabbatical year, also the prospect of an adequate pension for old age; in the Government service there is the annual leave of thirty days minus the summer, Christmas, and Easter vacations. There is no pension provision for the superannuation of persons grown old in its employ.[1] Fifteen days' sick-leave are granted and thirty in extreme cases of necessity.

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[1] Since the preparation of this article there has been passed a Governmental retirement law by which employees, after a term of thirty years' service, may receive a maximum pension of $720 per annum.

THE PSYCHOLOGIST

HELEN T. WOOLLEY, Ph.D.
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Description of occupation

The psychologist is one who is versed in the science of the mind. In so far as psychology represents a vocation other than teaching, it deals with the application of a knowledge of mental processes to problems of child training and education, of vocational guidance, of industrial management, and of abnormal mental states. The modern technique of psychology involves a familiarity with the principles of experimental psychology, and with a large variety of mental tests.

Although psychology as a profession aside from teaching is comparatively new, the field is already considerably differentiated. One branch of it deals with the diagnosis of school children and the giving of educational advice. In this instance the psychologist deals primarily with school children who are for some reason a problem to the school. The use of mental tests in determining a mental level and basing educational advice upon it is an important part of the procedure. A school clinic also has referred to it some children who are problems of behavior and some who are psychopathic. The type of work overlaps, therefore, that of the juvenile court clinic, and that of the clinic attached to a psychopathic hospital.

The juvenile court clinic is also interested in measuring mental levels and in giving educational advice. The stress of its work, however, falls upon unraveling the motives and impulses which have led to serious bad conduct in the child, or more frequently the adolescent, and attempting to correct the condition. Sometimes direct mental treatment is all that is required, but more frequently a change of environment is also essential. The court psychologist must know all the social resources of his community and be ready to offer practical advice as to what to do with the individual child.

The psychologist who is employed in a psychopathic clinic is primarily interested in abnormal mental states. He also uses mental tests and determines mental levels. The test, however, is often more significant as a type of reaction than as a measure of ability. A knowledge of the symptoms of mental disease is essential in this branch of work.

The psychologist who is employed in a placement office or an employment management office is interested in using mental measurements and diagnoses as an aid in advising the individual with regard to a choice of work, or in picking out from a list of applicants those who have a good chance of succeeding in a given line of work. This field requires as wide a knowledge as possible of the demands of industry and of the various vocations.

Preparation or training necessary

PREPARATION for work in psychology can be obtained at any standard university which maintains a psychological clinic. Training is chiefly post-graduate. For the better positions in the field a degree of Doctor of Philosophy is required. Positions as assistants can be obtained by those who hold masters' degrees. The undergraduate course should place the stress of its electives on the biological sciences (biology and physiology), on sociology and on education, in addition to psychology. A sufficient training in mathematics to furnish a basis for work in statistics is also necessary.

Opportunity for advancement

ALL of the work of the practicing psychologist is skilled work. Any one who starts out with adequate training (a Ph.D. degree) and has a suitable personality is sure of advancement. It is difficult for one who starts out as an assistant, with only a master's degree, to advance beyond that point unless he secures additional training. The desirable positions in the field are those of director of a psychological clinic, head of a school bureau of vocational guidance, or psychologist in some large industrial plant. Psychological clinics are usually attached to some institution, such as a university, a public school system, a court, or an institution for the feeble-minded or insane. The type of case dealt with, and accordingly the type of experience required, depends largely on the auspices under which the clinic is run; chances for advancement, therefore, depend upon the direction of specialization. Probably clinics connected with public school systems will constitute the most frequent demand.

Financial return

So far there has been a large difference between the salaries paid to men in this field and those paid to women. Few women have earned more than $2000. Most of them have worked for from $1000 to $1800. Men have earned from $1800 to $6000. The recent movement to increase public school and university salaries will of course affect the salaries paid to psychologists.

Qualifications desirable for success

The profession requires a high degree of native ability, a scientific attitude, and a keenness in understanding and getting on with other people. Skill in the technique of the profession requires several years of practice. A sound basis of judgment comes only with experience. In this respect the profession is analogous to that of medicine.

Advantages

The advantages of the profession are those of great variety of problems and inexhaustible interest. Each human being or human situation encountered constitutes a new and different type of problem. It is a profession which constantly brings into play all the knowledge one possesses and constitutes a continual challenge to learn more. It is a profession in which it is possible to see and measure some of the good accomplished.

Disadvantages

The only disadvantage is a financial return which is small in view of the preparation required and the demands for time and effort. The work requires an amount of time which often seems disproportionate. Only those who really find satisfaction in the work itself should undertake it. Those who practice psychology have little time left to find enjoyment outside of the profession.

Extent of occupation — Statistics

At present positions in psychology are confined to cities. Most cities of 100,000 or more have some positions in psychology. Public school systems, universities, juvenile courts, criminal courts, and social service organizations represent the opportunities, in the order of frequency. Some State departments of education are considering the establishment of a division of psychology whose members will be sent for definite periods to the smaller communities of the State which cannot afford to maintain a psychological service of their own.

No real statistics are available, but a recent brief survey brought to light seventy-eight persons engaged in this type of work in cities of 100,000 or more, most of them in public school systems. It is safe to prophesy that the demand will increase considerably during the next few years. Up to the present time there has been a tendency to allow people who were not fully qualified to undertake mental testing. The result is to reduce the number of positions available for those who are really trained and to discredit the work because some of it is poorly done.

Suggested reading

"Increasing Human Efficiency in Business" — Walter Dill Scott.

"The Measurement of Intelligence" — Lewis Terman.
"The Intelligence of the School Child" — Lewis Terman.
"The Individual Delinquent" — William Healy.
"Mental Conflicts and Misconduct" — William Healy.
"Handbook of Mental Examination Methods" — Sheppard I. Franz.

SECRETARIAL WORK

THE EXECUTIVE SECRETARY

ISABELLE SIMERAL
Women's City Club, Cleveland

Description of occupation

THE position of executive secretary carries duties and responsibilities which vary in accord with the nature of the organization which she serves. For convenience organizations which employ executive secretaries may be divided into two classes; those which exist for the purpose of making money (commercial organizations) and the non-money-making organizations. The purpose of the latter may be civic, social, political, educational, philanthropic, religious, or a combination of any of these. They may appear under the titles of city clubs, welfare bureaus, political associations, etc., but they are alike in the main, in that their purpose is not to make money and that, as a rule, they have a fixed income or one nearly so.

The commercial organizations usually select their executive secretaries from among those of their stenographers who, through natural endowment, experience in the organization, and knowledge plus judgment gained through that experience, are deemed fitted for larger responsibility.

This treats of the position of executive secretary in the noncommercial type of organization.

The executive secretary has two equally important branches of work. The first may be termed the creative; the second, the business management.

The creative side of the work involves knowledge, judgment, and vision. An executive secretary must have thorough information concerning the field which her organization covers, must keep in touch with what similar organizations are doing, and must be able to select the "possibilities" from their organizations which can be put into practical use in her own organization. In addition she should be able to make constructive suggestion as to activities, plans, and policies applicable to the problems of her individual organization.

If she has knowledge and experience in some special field not covered by the standard requirements of the position, that contribution should be made to the service of the organization.

The business management involves the mechanics of the work. The non-commercial organization has usually a budget system to cover its annual expenditures. The executive secretary should have a voice in the meetings of the finance or budget committee in determining the amount of the fixed income which is to be expended for a given purpose. She then should be held responsible for keeping the expenditures of the organization within the limits fixed except in the case of unforeseen emergency.

She should be responsible for employing and discharging all members of the staff subject to appeal to the governing board.

She should be a member of every committee of the organization (*ex officio*) in order to maintain connection between the groups responsible for different phases of the activities of the organization.

She should be responsible for the installation of records so complete and easily available that financial status, organization, activities, membership records, etc., may be known to a reasonable degree of accuracy at any time.

She must understand the fields covered by organizations which touch her own and must initiate and maintain coöperation between them and her own.

Training necessary

A COLLEGE education. Courses should be taken in economics, sociology, history, and government.

Knowledge of stenography and typewriting is extremely desirable, though not perhaps essential. It is becoming, however, more and more in demand.

Training in a good secretarial school for two years or for one year, with at least a year post-graduate college work, is very desirable.

Volunteer service in some of the welfare or social service organizations is very valuable.

Opportunity for advancement

THE field for women is a comparatively new one. There is reason to believe that here, as in other fields of work, the opportunity for advancement is limited only by the ability of the individual. The opportunities may not develop within any one organization, but considering the field as a whole, there is large opportunity and great promise for future development.

Financial return

SALARIES average from $1200 to $4000 in accord with training and experience.

Qualifications desirable for success

THE executive secretary has special advantage when she is endowed with breadth of view, with a sense of humor, natural courtesy, great patience and poise, and an ability to deal with all types of people. She must be able to make quick judgments when necessary and be ready to deal with emergencies. She must be able to delegate authority.

Experience will enable her to keep the machinery of her work moving without confusion. Much can be learned only through individual experience in the peculiar features of any one position, and the experience of another is useless in pointing the way.

Advantages and disadvantages

THE advantages of such work lie in the stimulus of creating machinery to accomplish definite pieces of work and contacts with people.

The disadvantages are the hours which, while not excessive, must at times be irregular, the nerve strain which positions of this type involve, and the fact that the development in the work done is at times very slow; i.e., that it is not possible at all times to see how much has been gained.

Supply and demand

The field is not as yet overrun with applicants. It is steadily becoming a more popular work with women. It requires many things and for that reason will not so soon become overcrowded.

THE MULTIGRAPHER

MRS. F. S. ROOT

F. S. Root Company, Business Publicity Specialists

Description of occupation

Setting forms in type and operating a multigraph machine; breaking up the forms, i.e., distributing the type.

In business houses where the forms to be printed are all on one subject, with little variation in form of set-ups, style, and grades of paper used, a merely mechanical operator can handle the work, unless other kinds of work are combined in that department.

In a public office handling mail advertising and all kinds of multigraphing, every subject comes in copy and requires being set in proper form, proof-read and guaranteed correct as to English, grammar, spelling, punctuation, perfect type, evenness of color in printing, proper position on paper, and numerous other details.

Financial returns

Minimum $9 while learning; $12 to $15 usual; $20 up, where one is superintendent and able to carry responsibility.

A woman capable of superintending these details, laying out the work, and superintending the operators should be worth $25 a week, or more, according to the size of the plant.

Qualifications desirable for success

Quickness of motion is desirable, but not necessary; good eyesight; a small amount of mechanical ability plus patience and perseverance; a good English education; a large vocabulary combined with a knowledge of grammar, spelling, and punctuation.

Advantages

Usual clerical conditions.

Disadvantages

Possible strain on eyes.

Supply and demand

The demand is greater than the supply.

Suggested reading

Any kind of reading is beneficial, as it increases one's knowledge of English.

THE PRIVATE SECRETARY

BELLE S. ROBERTS

Secretary to the Honorable Herbert Quick, U.S. Department of the Interior

Description of occupation

In one respect the position of private secretary may be likened unto boys, or pipe-organs, or sunsets; there are no two alike! Wordsworth's definition of the "perfect woman,"

> "The reason firm, the temperate will,
> Endurance, foresight, strength, and skill,"

also applies to the private secretary. She might also be defined as being her employer's second self in his realm of business. She should be able to handle all his correspondence except that requiring decisions of policy or rulings; receive and dismiss in good humor callers of every kind, including cranks, charity solicitors, and others; make and fill appointments for both herself and employer; prepare itineraries if he travels; handle his personal money matters if requested; remind him of his engagements; anticipate his requirements; assemble material and data relating to whatever work he is engaged in; do library and other research work; understand office files and filing; have an ability to work with or manage stenographers and clerks; dictate letters and other matter; and in fact be able to do anything that will relieve her employer for higher executive, administrative, or constructive work.

The ideal private secretary should possess an abundance of common sense, loyalty, tact, diplomacy, initiative, energy, health; a memory for names, faces, facts, dates, and events; an ability to vanish or reappear on the scene instantly. The acquired qualifications necessary depend upon the character of the work. The duties of the lawyer's private secretary differ from those of the lecturer, insurance official, manufacturer, college president, or department-store merchant. She should also understand the subjects that have direct relation to the business of her employer. Stenography and typewriting are the usual first stepping-stones in this work.

Preparation necessary

SCHOOLS and textbooks have their rightful place, but only by actual doing can one become an efficient and valuable private secretary. Books and schools are merely guide-posts in this vocation as in all others.

The following schools are among the largest which include secretarial courses in their curricula: Simmons College, Boston; Carnegie Institute of Technology, Pittsburgh; Rockford College, Rockford, Illinois; Columbia University, New York; University of Chicago, Chicago; Drexel Institute, Philadelphia; Temple University, Philadelphia; and Russell Sage College of Practical Arts, Troy, New York. Stenography, typewriting, bookkeeping, filing, indexing, and the elements of common and business law cover the necessary groundwork.

Opportunity for advancement

THE opportunities for advancement depend somewhat on the character of the business of the man or woman for whom one is private secretary and also upon natural inclination. In one instance a young woman who advanced from stenographer in a banker's office to his private secretary became a dealer in farm mortgages and is to-day a real-estate broker. Another private secretary whose employer was a writer and editor of national note is now doing editorial work for an important bureau in the United States Government service. Another, who several years ago was selling her services as a private secretary is now selling bonds for a New York house and making thousands of dollars where she used to make hundreds.

Financial return

THE financial return for private secretarial work, considering the qualifications required, is not generally very attractive. Until lately it has been considered a man's position, and if a woman wanted to enter that field she had to enter on a woman's salary basis and work her way up. Especially is this true to-day in Government service. In a bureau established a number of years ago the private secretaries were scheduled at $2500 per annum, their employers receiving $10,000. One of the secretaries happened to be a woman. By the next fiscal year Congress had reduced the salaries of those private secretaries to $2000 each, and they will remain at that figure indefinitely. It would seem that if a man is worth a $10,000 or a $15,000 salary, a competent private secretary to such a man, who must be almost his second self, should be worth at least a third of those figures.

Advantages and disadvantages

ADVANTAGES are also dependent, in a measure, upon location and environment. Larger cities naturally have the larger opportunities. To one who enjoys people, learning of their plans, ambitions, triumphs, disappointments, and the almost innumerable phases of human life, secretarial work is fascinating, and may often lead to pleasant and profitable business connections, besides in itself being a liberal education.

Disadvantages also depend upon persons and conditions. Often a secretary's busiest hours may be from 3 to 7 or 8 P.M., her employer having been engaged in conferences, or otherwise, earlier in the day. Prolonged absences from the office may bring heavy pressure and overtime, but as lulls usually follow these avalanches of hard work and overtime, a happy balance comes in a short time.

Reading

"Lady Clerks and Secretaries" — T. W. Berry. In his "Professions for Girls," pp. 86–90. London, T. F. Unwin, 1909.

"How to Become a Private Secretary" — Sherwin Cody. Chicago, School of English, 1913. 256 pp.

"The Junior Woman Secretary. A Guide to the Secretarial Profession for Girls and Young Women" — Annie Davis. London, Sir I. Pitman & Sons, Ltd. (1914?) 92 pp.

"The Private Secretary" — Enoch Burton Gowin and William Alonzo Wheatley. In their "Occupations," pp. 284–85. Boston, New York, Ginn & Co., 1916.

"Secretarial Work" — Jessica Louise Marcley. In "Vocations Open to College Women," pp. 29–30. Minneapolis, Minn., University of Minnesota.

"The Education of the Amanuensis" — Selby A. Moran. In National Education Association, Journal of Proceedings and Addresses, 1902, pp. 691–96.

"Secretarial Work and Practice" — Alfred Nixon and George H. Richardson. New ed. New York, Longmans, Green & Co., 1911.

"Clerical and Secretarial Work" — In "Vocations for the Trained Woman," pp. 201–14 — Agnes F. Perkins, *ed.* Boston, Women's Educational and Industrial Union, 1910.

"Opportunities for Women in Secretarial Service" — Margaret A. Post. In "Vocations for the Trained Woman," pp. 109–43 — Eleanor Martin and Margaret A. Post. New York, London, Longmans, Green & Co., 1914.

"Women Clerks and Secretaries" — Mrs. Elspeth K. R. Scott. In "Women Workers in Seven Professions," pp. 280–97, edited by Edith J. Morley. London, G. Routledge & Sons; New York, E. P. Dutton & Co., 1914.

"The Efficient Secretary" — Ellen Lane Spencer. New York, F. A. Stokes Company, 1916. 192 pp.

THE PUBLIC STENOGRAPHER

JESSIE M. SHERWOOD

Description of occupation

THE work of the public stenographer is infinite in its variety, ranging from business correspondence and lectures taken in shorthand, editing work that is submitted by various customers, taking dictation directly on the typewriter, writing advertising matter, and sending out such matter complete, from the writing of the letter to the folding, sealing, stamping, and mailing of the finished piece.

In addition to the typewriter, which is so closely associated by the general public with this vocation, there are several other much-used office appliances with which it is essential to be familiar. They comprise the multigraph, mimeograph, sealing and stamping machines.

Advertising matter — issued in large quantities — is done on the multigraph, which has the capacity to produce any number of clear-cut copies, equal to typewritten matter. Forms in very limited quantities may be produced on the mimeograph, although neither the process nor the result is as satisfactory as the multigraph.

Training necessary

A COLLEGE education, though not a necessity for this vocation, is an asset, since it tends to broaden the mind which is capable of being broadened. A high-school education, however, is indispensable, preferably the college preparatory course, followed by a thorough business college training; the former for general intellectual background, and the latter for training in office methods and definite practice in the machines already mentioned. In addition, unless some unusual opportunity presents itself, it might be well to work for a year in the office of some public stenographer before entering business on one's own account.

Qualifications desirable for success

IN order to make a success of this work there are certain natural characteristics which should be in the possession of every one engaged in the calling. The natural inheritance of good health is priceless; an even temper, the power of adaptability and concentration, an alert mind, tact, and the capacity to inspire and hold the confidence of one's patrons are all essentials; while speed, accuracy, and breadth of view should be acquired. Information coming into the possession of a public stenographer must be regarded as strictly confidential; otherwise she will be constantly involved in undignified and difficult tangles.

Advantages and disadvantages

EVERY occupation has its advantages and disadvantages. Among the disadvantages for the public stenographer are the long hours of confinement in the office. While it does not often happen, one must be ready to work continuously thirty-six hours if it becomes necessary in some special case. From day to day one never knows what will happen, what new phase the work will develop. For this reason it is impossible to standardize the hours of labor.

One of the advantages of the work is the opportunity for broadening the mind through contact with persons of many interests. Perhaps the greatest advantage of all is the feeling of independence which comes in working for one's self.

Another advantage is that there is opportunity of large financial return, depending upon the sales ability and quality of service rendered, plus the exercise of good business judgment in the matter of collections and extension of credits.

Supply and demand

COMPETITION is at present very keen. There is always a demand for high-grade service, but it is not a business to enter unless one is willing to throw her whole heart and energy into the work. It is no field for the weak-hearted or timid.

Reading

THE office that can add the writing of good advertising to its list of accomplishments has much the better chance for large financial return, and for this side of activity, perhaps the following books will be of assistance to the progressive public stenographer:

"An Approach to Business Problems" — Arch Wilkinson Shaw, A.M. University Press, Cambridge, Massachusetts.

"Some Problems in Market Distribution" — Arch Wilkinson Shaw, A.M. University Press, Cambridge, Massachusetts.

"Advertising as a Business Force" — Paul Terry Cherington. Doubleday & Page Co., Boston.

"The First Advertising Book" — Paul Terry Cherington. Doubleday & Page Co., Boston.

"The New Business" — Harry Tipper. Doubleday & Page Co., Boston.

"The Economics of Retailing" — Paul H. Nystrom, Ph.D. D. Appleton & Co., New York.

"Retail Selling" — Fisk.

"Advertising — Selling the Consumer" — John Lee Mahin. Doubleday & Page Co., Boston.

"Advertising" — Daniel Starch. Scott, Foresman & Co., New York.

"Scientific Sales Management" — Charles Wilson Hoyt. Geo. B. Woolson & Co., New Haven, Connecticut.

"Advertising and Selling" — Harry L. Hollingworth. D. Appleton & Co., New York.

"Influencing Men in Business" — Walter Dill Scott, Ph.D. The Ronald Press Co., New York.

"Writing an Advertisement" — S. Ronald Hall. Houghton Mifflin Company, Boston.

"Principles of Advertising Arrangement" — Frank Alvah Parsons. The Prang Company, Boston.

"How to Make Type Talk" — Barnard J. Lewis. The Stetson Press, Inc., Boston.

"Making Type Work" — Benjamin Sherbow. The Century Company, New York.

"Elements of Statistical Method" — Willford I. King, M.A. The Macmillan Company, New York.

In the line of general reading, perhaps the "National Geographic Magazine" is a valuable one among periodicals, as it furnishes diversified information needed in the preparation of papers of the scientist, and reading articles in some of the best trade magazines is also helpful.

General

Any one considering the vocation of a public stenographer should also bear in mind that cash capital is necessary — perhaps $1500 would cover the expense of fitting an office for a small business — and in addition one should have a reserve upon which to draw during the period in which one is developing the business.

THE SHORTHAND REPORTER

NELLIE WOOD FREEMAN [1]

Description of occupation

The work of the shorthand reporter is to take down, *verbatim*, words as they fall from the lips of speakers and to transcribe the same accurately into type.

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[1] Mrs. Freeman (formerly Miss Nellie Margaret Wood) for several years

Out of the great army of stenographers, very few, not more than one in a thousand, become shorthand reporters. To become an efficient reporter, in addition to certain natural capacities, requires years of training. Much greater speed in shorthand is necessary than in office work, and familiarity with technical terms of all kinds is essential.

The majority of shorthand reporters in the United States are employed in our State and Federal courts, where the proceedings at trials are reported *verbatim.* These reporters are usually designated as official stenographers, being sworn officers of the court. To make a *verbatim* report of the rapid questioning of attorneys, the replies of the witness, the interrupting remarks of counsel, and the rulings and charge of the court to the jury, requires a skilled hand and a trained brain. Often the decision of a case rests upon the stenographic report, and it is to the stenographer's notes that court and counsel turn to find what was actually said.

Many of the cases reported are never written out, the decision of the judge or jury finally disposing of them; but so many are transcribed that the stenographer is kept busy making transcripts while not in court. The transcript is made in several ways. Many reporters use the business phonograph or dictaphone, dictating from their notes into these useful machines. The matter is later transcribed by typists. Other reporters dictate their notes directly to the typewriter operator, or do their own typing. A few are fortunate enough to have typists who are also stenographers and have been trained to read the reporter's shorthand notes. Whatever method is used, however, it is very necessary that the reporter read over the transcript carefully before delivering it, as the report, so far as lies in her power, must be absolutely accurate.

Besides the reporters, whose official duties in the courts require all their time, there are in every large city general

held the international record for speed and accuracy, her record being 274 words a minute. She is the holder of several cups and medals for rapid and accurate work, and now holds the highest record of any woman shorthand writer.

shorthand reporters, who not only report occasional cases in court, but do a great variety of shorthand reporting, such as the proceedings of legislative bodies, conventions, meetings of various societies, inquests, hearings before arbitrators, petty magistrates, public service commissions, etc.

Preparation or training necessary

At least a high-school education or its equivalent, with special attention to English and languages. A thorough training in a good system of shorthand under a good teacher. There are many schools in all parts of the country where such training is given. As to systems of shorthand, the so-called Pitmanic systems are used by the majority of successful reporters. They may be more difficult to learn than the "short-cut" systems, but are capable of greater speed and legibility.

A knowledge of Latin is of great assistance, as so many of our English words are derived from that language and many Latin terms are used in legal proceedings.

After having become thoroughly familiar with the art of shorthand writing, it is well, if one has reporting in view, to enter the office of a good law firm, where opportunity is afforded to learn the legal phraseology and the methods of court procedure, and possibly to take depositions and report hearings for the firm. Then after some years of experience, if sufficient speed has been developed, she is ready to try the work of the official court reporter.

Financial return

Shorthand reporting is among the better-paid professions for women and has the advantage of being an occupation where the salary is the same for both sexes, ranging from $5 to $25 a day, in different States, for work in the court-room, with additional fees for transcripts varying from a few hundred to several thousand dollars a year. Some of the general reporters receive from $5000 to $10,000 a year.

Qualifications

ONLY those with strong constitutions should attempt this work, for it is a great mental and physical strain. While the actual hours in court as a rule are comparatively short, one works at high tension during that time, and all transcribing must be done after court hours, which means often working far into the night for days and weeks at a time.

Shorthand reporting requires an alert mind to grasp and sense things quickly, for the shorthand reporter is by no means an automaton, but should understand everything that is said in order to make an accurate report. A keen sense of hearing is also essential. She must be strictly honest and conscientious, with the qualification attributed to genius, "an infinite capacity for taking pains." She should also possess tact and discretion.

A speed of at least one hundred and fifty words a minute on difficult matter and two hundred or more on easier matter is required. It is necessary that she be so familiar with her shorthand system that it is literally at her fingers' ends. She must keep calm and cool under all circumstances, no matter how heated the colloquy in a court-room or in a political debate, where two or three persons may be talking at the same time.

She should have the knowledge acquired by wide reading, keep pace with current events, and have at least a bowing acquaintance with all kinds of technical terms; for in the court-room she will be called upon to report the medical testimony of the physician, the technical terms of the architect, the mechanical expert, the electrician, and of every profession and calling under the sun. She must also report understandingly the broken patois of the foreigner.

While proceedings in court are taken *verbatim et literatim*, in reporting public addresses it is often necessary to edit the remarks of the speaker, and one should have sufficient knowledge of English to do this properly. There are people who speak fluently and well and whose remarks do not need editing, but they are rare.

It is hardly necessary to say the shorthand reporter should be a good speller.

Advantages and disadvantages

REPORTING keeps the mind alert and one is constantly adding to her store of knowledge in a multiplicity of lines. One also has the feeling that she is having a part in the progress of the world and many times recording history which might otherwise be lost.

Reporters in the courts usually have a liberal vacation of from one to three months a year with salary; while the general reporter is mistress of her own time and usually earns enough during the busier season of the year to afford a much-needed vacation.

The hours are long and the work confining. Physical exercise must be obtained outside of working hours. While at times very interesting, the work is often monotonous and tiring, and the transcribing often becomes drudgery.

Extent of occupation

THERE are approximately three thousand shorthand reporters in the United States. They are employed in all our State and Federal trial courts and every large city has several general reporters.

Supply and demand

THE demand for efficient shorthand reporters is constantly increasing. Not only are more courts necessary with the increase in population and the industrial development of the country, but the use of stenographic reports has been extended in many ways, so that the comparatively small number of women who have fitted themselves for this work find constant and lucrative employment.

Suggested reading

"The Shorthand Writer" — a monthly magazine published in Chicago.

"The Stenographic Expert" — Willard B. Bottome, New York City.

"Speed and Legibility" — Clarence E. Walker.

"The Essence and Art of Phrase-Making" — David Wolfe Brown.

Proceedings of the National Shorthand Reporters' Association.

Proceedings of the New York State Shorthand Reporters' Association.

SOCIAL WORK

ANALYSIS AND TREATMENT OF BEHAVIOR PROBLEMS IN CHILDREN

JESSIE TAFT, PH.D.

Director, Department of Child Study of Seybert Institution, Philadelphia

Description of occupation

THIS work may be done as case work by the visiting teacher or worker with dependents or delinquents; it may be done by the teacher who uses the school as a method of treatment, or by the psychologist who acts as advisor to the children's worker or parent. It is dependent on the presence of medical and psychiatric resources for the diagnosis and treatment of physical and neurological factors if such are present.

The understanding of behavior in children involves a practical knowledge of the function and importance of instinct and emotion in human life, the methods of altering behavior, and the meaning of various kinds of behavior which can be learned chiefly through the principles of mental hygiene and the psychiatric approach to behavior. Given such a point of view, the actual procedure is to get as intimate a first-hand acquaintance with the child as possible. A good social history of the child's physical and personal development, his heredity and family setting, must be obtained. A thorough physical examination must be used to determine the possible physical factors. Mental tests, including both general intelligence tests and performance tests, are then given to determine the intellectual equipment and special abilities or disabilities. This is followed by interviews with the child and a close follow-up of his behavior from day to day, either under direct or indirect supervision. The environment in the home neighborhood or school must be readjusted sufficiently to allow of experiments with new activities, interests, etc., likely to improve behavior. The effect of a change of attitude toward the child on the part of adults must be tried. The full effect of free expression, the talking-out of difficulties, and a sense of understanding approval and lack of condemnation must be obtained for the child. By direct case work, or supervision of another's case work, the great effort must be to find lines of activity in which the child can experience success and approval.

Preparation or training necessary

THERE is no one place that is now training for just the kind of work described. The schools for social work which give courses in social psychiatry and psychiatric social work perhaps come the nearest to the required training, particularly if their courses are taken after good preparation in science, psychology, and sociology.

The schools giving the best of such training are the New York School of Social Work, the Pennsylvania School for Social Service, Philadelphia, the Smith School of Social Work, Northampton, Massachusetts, and the Boston School for Social Service. The advantage of such training over that given in the psychology departments of the colleges is that case work, theory and practice, which is fundamental, is also given.

If the emphasis is placed on psychology a doctor's degree is recommended. Columbia University, New York University, University of Pennsylvania, Johns Hopkins, and Clark University have perhaps the most practical courses to offer with clinical experience.[1] A year is sufficient for training if emphasis is to be on case work, provided previous preparation is adequate. While a college degree is not essential, an understanding of the scientific experimental approach to problems gained from biology and other laboratory sciences, familiarity with the theory of evolution, good grounding in psychology and sociology, and some appreciation of the meaning of education and the psychology of educational processes are required.

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[1] This list is not exhaustive and mentions only those courses with which the writer happens to be familiar.

Recommended undergraduate courses are physiology and hygiene, biology, general and experimental psychology, mental testing, psychology or history of education, philosophy, ethics, sociology, or social psychology.

Opportunity for advancement

ADVANCEMENT depends entirely on ability of the worker and the opportunity of the particular position.

Financial return

THE salary is that to be obtained for specialized case work, or clinical psychology, depending on the professional equipment and ability which the worker possesses. A worker with a doctor's degree or equivalent, if an able person, can command a salary of $2000 to $3000. An expert case worker can get $1500 to $2000. Psychiatric workers can command from $1800 to $2500.

Qualifications desirable for success

INTELLECTUAL ability above the average. Genuine liking for children and an interest in the personal problems of others. An optimistic, positive attitude toward life. Ability to inspire confidence in others and to make social contacts easily. Patience and psychological insight. Emotional maturity and an understanding of the sex instinct and its development.

Training in case work, clinical experience, either psychological or psychiatric, or teaching experience in a real school based on modern theories of education and psychology, particularly kindergarten experience. Such schools as the Play School in New York, Horace Mann, Ethical Culture, etc.

Advantages and disadvantages

WORK is never mechanical or routine. It affords the most interesting contacts with people; it always provides new, unsolved problems; it opens out into such a variety of possibilities as to its actual form.

There are no disadvantages except the intensity and nervous strain of work with human beings in trouble. It means a continual giving-out of interest, understanding, and sympathy, and an endless patience. This is compensated for by the stimulus which the work gives. It is probably better suited to the steady, rather phlegmatic temperament.

Extent of occupation

THERE is a great demand for workers trained to do this type of case work, particularly in the East, but with an increasing growth in the West.

At the present moment such a worker is in demand in:

A. Psychiatric social work:
    Hospitals with psychiatric clinics.
    Mental hygiene societies.
    Red Cross — home service.
    Hospitals for mental disease.
B. Child-placing agencies.
C. Mental clinics.
D. Visiting teacher work in public schools.
E. Vocational and educational guidance in schools.
F. Work with delinquents.
G. Family case work agencies who feel the need of this type of case work.

This work is very new and is appearing in many fields. I have no figures, but I know that there are not nearly enough psychiatric workers or children's workers so trained to fill the demand.

Suggested readings

"Mental Hygiene" — Wm. A. White.
"The Mental Hygiene of Childhood" — Wm. A. White.
"Mental Conflicts and Misconduct" — Wm. Healy.

"Schools of Tomorrow" — John and Evelyn Dewey.
"Speech Training for Children" — Smiley Blanton.

CAMP-FIRE GIRL LEADERS

ROWE WRIGHT

Description of occupation

THE Camp-Fire Girls is a growing organization of 125,000 girls. It has grown by its own momentum, and the movement has spread until there are groups in every State, Alaska, Canada, on every continent, and in seventeen foreign countries.

And with this healthy spread of the programme, there is a new vocation for women springing into existence within the organization, a vocation which pays a fair salary, and offers inspiring work to the women it employs. More and more frequently come to National Headquarters of the Camp-Fire Girls requests for young women who are trained and qualified to act as local secretaries for the Camp-Fire Girls in certain cities or localities. The salaries of these secretaries or executives, as well as the expense of the maintaining of the local offices, are paid for from a budget raised in those communities.

There are at the present time such executives, beginning on a salary of from $1500 to $2800, in Minneapolis, Kansas City, Seattle, Chicago, Cleveland, Detroit, Omaha, and in some smaller cities, where the secretary has an outlying district under her. Other cities in California, in Maryland, in Wisconsin, and in New England, are planning to establish local Camp-Fire Headquarters in the fall, and the National Staff is requested to suggest the proper persons for the offices.

Smaller towns are requesting leaders for girls' work, paid for by the town budget; schools and industries are writing to the leaders of the Camp-Fire Girls for young women who can put Camp-Fire into their schools, factories, or mining communities and can lead the girls. And it is difficult to find the woman who is qualified to fill the position.

The reason that the supply of candidates for such positions is so limited is because girls and women outside the organization do not know about the opportunities it offers. The organization of the Camp-Fire Girls is one of those forces which works quietly, steadily, and surely. It is always among the first to respond in any emergency; its members all over the land are doing service; but as an organization, it spends little or nothing for publicity.

Training necessary

It is true that to fill the position of a Camp-Fire local executive, a certain training is necessary. National Headquarters offers each year a series of training courses where persons interested in Camp-Fire and Camp-Fire leadership may get well acquainted with the movement. Besides these national training courses, such courses have been and are being given from time to time in various colleges, normal schools, and universities throughout the country. The following is the list of the institutions where such courses have been given in the past. The list is constantly changing and it is advisable, therefore, for any one interested in such a course to communicate directly with National Headquarters, Camp-Fire Girls, 31 East 17th Street, New York City:

Summer School, University of California, Berkeley, California.
Stockton, California. Courses under the Playground Commission.
Colorado State Teachers College, Greeley, Colorado.
Colorado State Normal School, Gunnison, Colorado.
University of Illinois, Urbana, Illinois.
Illinois College, Jacksonville, Illinois.
Extension Department of the Iowa Agricultural College.
Iowa State Normal School, Physical Training Department, Cedar Falls, Iowa.
Grinnell College, Grinnell, Iowa.

Lenox College, Hopkinton, Iowa.

Summer School, University of Kansas, Lawrence, Kansas.

Kansas Normal School, Ft. Hayes, Kansas.

Boston University.

Michigan State Normal College, Ypsilanti, Michigan. (Course is now compulsory.)

State Normal School, Moorhead, Minnesota.

University of Nebraska, Lincoln, Nebraska.

State Normal School, Kearney, Nebraska.

University School of Music, Lincoln, Nebraska.

State Normal School, Valley City, North Dakota.

Miami University, Ohio. (Summer course with credit.)

Home Economics Department, Ohio University, Athens, Ohio.

Indiana State Normal, Terre Haute, Indiana.

Summer School, State Normal, Memphis, Tennessee.

Extension Department, University of Washington, Seattle, Washington.

State Normal School, Milwaukee, Wisconsin. (Six weeks' course one-half credit.)

State Normal School, River Falls, Wisconsin.

During the summer months, there is always a series of these training courses at Camp-Fire camps and at various summer schools. Much more can, of course, be learned at a summer training course than at any other, for the summer course includes the practical lessons in camping and out-of-door activities. The intensive training of these courses covers usually a period of from ten days to two weeks. Where the course is given in a normal school or college, however, it usually is given but one or two recitation periods and is carried through the term or the length of the session.

There are requirements, of course, for the trained Camp-Fire executives, other than attendance at one of the established training courses. The woman or girl who has acted as a guardian of a group of Camp-Fire Girls has certain knowledge and experience valuable for the local executive. We should advise any girl or woman who may think of qualifying for such a position to become a guardian and learn about Camp-Fire where it is most real, in the hearts of the girls and in the communities where they are doing their Camp-Fire service.

Qualifications

A WOMAN of college experience has certain qualifications which are very valuable. An executive must be well read and well informed, for she will be called upon to talk to all sorts of people on all sorts of things. A woman may be steeped in Camp-Fire, and know everything in the world to know about her subject, and yet be a failure as an executive if she cannot meet with dignity and poise and grace persons of all walks of life. The girls will look to her as the pattern.

The qualities of leadership always are the same. To be a good executive a woman must be a leader and not a follower. She must have ingenuity, tact, and the ability to make others work. She must have personality and power. If she has some special ability or hobby which she does exceedingly well, like swimming or hiking or some sort of craft work, she will have an added advantage, for girls love people who can do something they can do, but far better than they can do it.

Advantages and disadvantages

THE advantages of such a position are legion. There is nothing confining in such work, the work is varied, the executive has the opportunity to meet people, and has real human relationships with the girls.

The very advantages of such a position may be the disadvantages. A Camp-Fire executive's work is never a time-clock job. It is not the sort of work which one can shut in her desk when she locks the drawers. The work is so varied and inclusive that the secretary must be willing to do anything from filing cards to presiding at a dinner. She must like young girls and understand them, and be tactful enough and broad enough to act as arbiter and as the supreme court at times of dissension. She must know how to get along with older women, with women who have been guardians for longer time than that in which she has been in the work. She must be generous-minded to persons of smaller experience and narrower views than hers.

Such positions are not all a bed of roses, but they are living and real, and are based upon an ideal of life and a sincere effort to make the business of being a woman more attractive, by inculcating in adolescent girls habits of health and fun and right living, by helping them to find something within themselves.

Financial return

Plans are under way for districting the country with paid executives in each district. This plan will again demand the right women. It is true that, in any work of this sort, the opportunities for advancement are limited. Until more than a handful of people awaken to the need of organized girls' work the maximum salary for girls' work executives will never exceed $3500. It has not yet reached that figure. But sad as this fact may be, it need not be discouraging, for the Camp-Fire executive gets a rare training which will add to her efficiency and make her qualified for a more responsible position in other work.

Reading

The "Manual of the Camp-Fire Girls" and their monthly magazine, "Everygirl's Magazine," will give more definite information and more of the spirit of the movement than I have been able to give here.

CHIEF MATRON IN A DETENTION HOME FOR GIRLS

MRS. A. B. WHITE

Chief Matron, Boston Detention House for Women

Description of occupation

The duties of a chief of a detention house for women are similar to those of a captain of a police station. The chief matron must have absolute order and cleanliness throughout the prison; she must search all women prisoners on arrival; conduct them to their cells and take full responsibility of them while in her charge, suicide being one of the things to guard against. (I take charge of between 6000 and 7000 women annually.)

She must take care of all the bookkeeping, make an entry of the name of each woman who comes under her charge during the year, the charge against her, and the sentence which is ultimately passed.

The work, though sometimes depressing and often tragic, is never monotonous and offers a wonderful field to one imbued with the missionary spirit of doing good and helping a fallen sister. Reform is not frequent, but where kind treatment and good advice have had effect the reformation has been lasting.

All arrests are brought to the chief matron and placed under her care until they are brought to court. After sentence has been passed or they are discharged, they return to the chief matron until they are taken away to serve sentence or to be released. A probation officer always talks to the prisoners before they appear in court.

The chief has an assistant and three night matrons and two cleaners. Each cell has to be thoroughly cleaned after the occupant leaves.

Preparation necessary

The only training is experience gained through serving as assistant to a chief matron.

Qualifications desirable for success

A KIND disposition, broad sympathies, and the ability to cope with all situations which may occur, are among the most important qualifications. Perfect health and steady nerves are essential. One must also possess some knowledge of medicine in order that she may care for the sick and injured who come under her care pending the arrival of a doctor or ambulance; she must also have high standards and intelligence and be above the temptation of bribes.

Financial returns

THE salary of a chief matron is $1500 a year, and pension after twenty years' service, and $20 a week for assistant matron.

Opportunity for advancement

THERE is no advancement for a chief matron.

Advantages and disadvantages

THE advantages are few and the disadvantages many. The chief advantage is the knowledge that you are doing God's work and helping a fellow sister.

Among the disadvantages are the long hours, the type and condition of the prisoners with whom you come in contact; the terrific nervous strain under which you work most of the time; the small remuneration for the services you render with no opportunity for an advancement or increase.

THE CLINICAL PSYCHOLOGIST

AUGUSTA F. BRONNER, PH.D.

Assistant Director, Judge Baker Foundation, Boston, Massachusetts

Description of occupation

THE clinical psychologist is a worker in a comparatively new field. It is only within the last decade or two that psychology has concerned itself with practical problems. In the comparatively few years since that beginning the advance has been rapid both in fields of application and in recognition of the value of psychological study.

Clinical psychology devotes itself to the study of groups and more particularly of individuals, as an aid to adjustments, educational, vocational, and social. It seeks to make such a study that training and occupation can be based upon known capacity and fitness.

Clinical psychology has a place in schools, courts, industries — indeed, wherever an intelligent approach to adjustment is sought. Specifically it is concerned with the giving of mental tests and their interpretation and the offering of practical advice and recommendations based on its findings. It involves, to some extent, the understanding of the relations of mental to physical and social problems and study, through analysis, of problems of the emotional life which affect output of energy and behavior in general. This latter aspect is the field of mental hygiene which, at the present time, is recognized as a factor in school and industrial success as well as in health.

Earlier diagnosis of capacities was based largely on results attained on so-called age-level tests, the Binet tests and their modifications, whereby "general intelligence" was evaluated and the normal differentiated from the defective. Then there were developed tests for special mental functions, for memory, imagination, reasoning, mechanical ability, and so on. Performance tests increased rapidly in number, and now trade tests, group tests, non-verbal tests, tests for vocational aptitudes, such as clerical work, engineering, the arts, are forming an ever-growing list. Special abilities and disabilities are being sought and studied and made the basis of educational and vocational advice.

At the present time an effort is being made to set up definite standards and qualifications for psychological examiners and psychological experts. In 1917 the American Psychological Association appointed a committee to present recommendations concerning the training and experience requisite for the clinical or "consulting" psychologist, and to consider the advisability of certifying psychologists.

Thus clinical psychology would be lifted into the professions and take its place along with medicine, law, and the other professions. This, in turn, would require definite technical preparation, in which psychology would be the major factor and in which applications of psychology to education, medicine, industry, the law would be included. The psychological training would probably be both general and specific, including acquirement of technique in giving and interpreting mental tests, in making of educational measurements and in statistical treatment of results. Probably this preparation would lead to the degree of Doctor of Philosophy; at least, until there is a separate degree of Doctor of Psychology.

Preparation or training necessary

It can readily be seen that the training necessary for the clinical psychologist is more than the ordinary college or university course; further study requiring probably two or three years of graduate work and including some training in research is needed. Undergraduate work should, of course, be selected with a view to obtaining, as far as possible, the foundations of sociology, biology, perhaps economics, as well as general and laboratory psychology.

The preparation of the clinical psychologist may seem long and costly; it is, however, comparable, indeed very similar, to that required in other professions. Furthermore, the rewards are great. There is the satisfaction that comes from understanding and helping human beings, from aiding in the solution of problems and adjusting their difficulties. Besides, the research aspect cannot be too strongly emphasized; for in studying the individual and helping him material is being gathered that must lead to increase of knowledge and contribute in a broad sense towards a science of human behavior.

Financial return

The financial returns depend on the training of the worker; as compared with teaching and social work the remuneration is good.

Supply and demand

The demand for trained clinical psychologists at present far exceeds the supply. The well-trained will find openings awaiting them. This is a wide field and a growing one and the opportunities are manifold.

THE COMMUNITY-CENTER WORKER

MISS GRACE HUMPHREY and
MISS CORA McDOWELL
People's Institute, New York City

Description of work

The community center is not a building, but an idea. It means supplying the inspiration and the leadership to help people get things for themselves. It means a mobilization of the people, in groups and individually, for democratic coöperation in all matters of neighborhood self-help and enhanced life. The activities of a community-center worker are the most varied imaginable, running the whole scale of health, education, and recreation, from pageants and folk-dancing to using the schools as polling-places, from play streets for children to information stations for foreigners, from mal-nutritional clinics to athletic tournaments and managing the business end of an embroidery guild of immigrant women, from mothers' meetings and coöperative buying to the people's forum and a labor union's clubroom in a public school.

Training suggested

Training for community-center work is given in the New York School for Social Research, the New York School of

Philanthropy, the Chicago School of Civics and Philanthropy, and special courses at Columbia University, New York City. This training is for one or two years and should by all means include opportunities for field work, with one piece of detailed work for each student, putting theory into practice. Undergraduate courses in college should include economics and sociology (with special attention to labor problems and trade-unionism), psychology, as much literature and history as possible, with some foundation work in music and drama.

Advancement

THE opportunity for advancement is limitless. It is what the worker makes it, depending on the interest and help of the community which she arouses and enlists. Each year the field is growing larger and larger. The financial return is from $1200 to $3500, with a month's vacation.

Qualifications for success

THE qualifications desirable for success will sound, I fear, as if only an ideal woman could ever meet them. This is not work that any woman can step into and do. It is worthy of her lifetime's study. Anybody can stage a big meeting; few people can make results of that meeting influence a whole community. The community-center worker must be serious and earnest. She must have a great interest in people. She must have patience and tact, enthusiasm, sympathy and understanding, faith in the possibilities of human beings, the ability to get other people to do things, initiative to turn to a substitute plan when a first scheme fails. She must be able to write, to put her ideas in a newspaper article, to talk to a club of women, to a group of business men or foreigners. She should be a good mixer, able to get on with every class. She must have a thorough knowledge of the economic conditions of her community-housing, health, wages, recreational proclivities, vocational possibilities. With this must go an appreciation of her people's limitations, racial or educational, local or foreign.

She must have infinite tact in directing enthusiasms, to steer people off or give them something else to do, without squelching interest. She must have executive ability and be a good business manager, able to raise money, to do things without funds, to keep up with all the details and yet initiate the big things, too. She must understand publicity methods, the value of advertising and exhibits, of making circulars and bulletin boards attractive. She must be very practical, because for support and backing she is dependent on the hard-headed business men of the town. She must be a natural leader, yet not so much of a genius that she stands out, head and shoulders above the rest, unable to submerge her own personality in the work. Her personal magnetism must interest people not in her, but in the community; her work must be not an additional stimulus, leaving them passive, but an increased opportunity for self-expression. She must be all things to all men, able to make contacts with church and lodge and union, with clubs and chamber of commerce and board of education, with policemen and school teachers and librarians, with social workers and private citizens and city officials. She must be the bridge connecting the rank and file of her community with all the experts of city and state and nation, knowing how they can serve her, how she can serve them, in enlisting her people as co-workers in the constructive task of government.

Advantages

The advantages of this work are that it is not stereotyped and never grows stale; that it calls out everything a woman has to give, using every bit of knowledge she may possess. She never knows what situation will arise, what she may be called on to do. With her people she enters into every phase of life. It is constant change of subject and of contact. It is out of doors as much as in — interviewing, speaking, initiating, carrying out plans.

Disadvantages

The disadvantages are the long hours (there are n't enough in the twenty-four; she knows no eight-hour day!), the great responsibility on her shoulders, the lack of responsibility in the people with whom she must work, their indifference and disinclination for exertion, the fact that she must work on when she can't see results, the opposition she must be ready for, the fact that frequently she must raise her own salary, that she must originate and adapt ideas and then put them through; this latter requires two distinct kinds of ability.

Extent of occupation

No statistics are available for this new occupation. The demand is growing rapidly, far more rapidly than the supply of trained workers, and for a decade or more this will be true. It is work for city and country alike, for towns of every size, for industries.

Service to society

The service to society is immeasurable. It is teamwork in educating the people to take advantage of existing opportunities, to get the things they desire. It is giving an opening to all classes to know things of value, to disseminate knowledge without perverting it, to develop interests common to all. It means bringing into our intricate social relations, with conflicting economic interests and class prejudices, the American spirit which made the New England town meeting so effective; a sharing of educational advantages through vocational guidance, of recreation through organized sports, and of spiritual growth.

Suggested reading

"The Immigrant and the Community" — Grace Abbott.
"Wider Uses of the School Plant" — F. C. Howe.
"Mobilizing the Rural Community" (Agricultural College, Amherst, Mass.) — Wm. D. Hurd.

"Leadership of the New America" — Archibald McClure.
"Social Psychology" — Wm. McDougall.
"Community-Center Activities" — C. A. Perry.
"Charts on Statistics" — Sidney A. Reeves.
"The A B C of Exhibits" — E. G. and M. S. Routzahn.
"Working with the People" — Charles Sprague Smith.
"The Social Center" — E. J. Ward.
"Applied Sociology" — L. F. Ward.
Files of "The Community Center," "Playground," "Survey," "American City."

FAMILY SOCIAL WORK

BY HELEN P. KEMPTON

Associate Director, American Association for organizing Family Social Work

Description of occupation

DURING the past ten years family social work has taken on certain professional aspects which failed to characterize its earlier history. The associated charities or charity organization movement in this country started in 1877 with the founding of the society in Buffalo, and thus is one of the country's oldest charitable institutions. Family case work, however, is a recent development and had no place in the programme of the early societies; the effort to modernize charity organization methods was started by the Russell Sage Foundation in 1909 and taken over two years later by the American Association for Organizing Family Social Work, whose membership now consists of 180 of the most progressive family work agencies of this country and Canada. Case work as applied to philanthropy had its origin in this group of family workers; it has since been carried over into the fields of children's work and of hospital social service. Family case work is as far removed as the distance between the poles from the methods of work of the old-fashioned charity organization society, a number of which societies are unfortunately still doing business to-day along the same lines as in the year of their founding.

It is somewhat difficult to describe the nature of family social work within the brief compass here allowed. It will, perhaps, be best to describe first the function of the case worker, then, briefly, that of the district secretary, the case supervisor, and the general secretary. The case worker has a place in every family work society worthy of the name. Her time is devoted to visiting families in trouble of one sort or another, who have been brought to the attention of the society. She has been fitted, by her training, to make careful, sympathetic inquiry into the circumstances of the case, encouraging the head of the family to talk freely and spontaneously, but introducing a question here and there to keep the interview focused toward covering certain points needed for the later investigation. Thus, without taking notes during the interview, she is prepared at its close to jot down a consecutive account of what she has learned and to follow up the clues she has gathered, consulting outside sources of evidence (relatives, employers, etc.) wherever necessary in order to get a clear, unbiased picture of the circumstances of this one particular family whom she wants to help out of their difficulties in the sanest way at her command. The philosophy of case work is based on the belief that an outsider should not presume to make plans for an individual or a family until after having learned some of the facts of their characteristics, tendencies, and background. Thus, a case worker does not send a man who is out of work to a new position until she has learned something of his past record and the kind of work for which he is best fitted. Although case work seems to some a slow process, it is in the end a time-saver and prevents making false moves, otherwise inevitable. Needless to say, any immediate material need of the family is cared for at once; the one main difference between case work and the old method of "helping" being, that the case worker does not stop at the point of having temporarily relieved the situation, but follows through in the effort to guard against the recurrence of the present emergency or a similar one.

In cities having a population of 100,000 or over the society may be divided into districts. The district secretary visits families, makes plans for treatment with the advice of her committee, directs volunteers, seeks to interest people in her locality in the work of the society, and may become active on one or more committees for community betterment, such as housing, motion-picture censorship, etc. In the larger cities a supervisor of case work has general charge of the case work of the society. She supervises the work of the districts through reading records, visiting case conferences and other committees, and plans and directs the training of new workers by the society. The supervisor of case work also presides at regular meetings of the district secretaries and other case workers at which are discussed matters of current policy and general interest; thus she keeps in close touch with the case work of the society in every section of the city. The work of the general secretary varies according to the size of the city. Thus in small towns the general secretary and one clerical assistant may compose the entire office staff; in cities up to 200,000 population the general secretary generally does some of the case work and acts as supervisor of all assistants. In cities of over 200,000 population there may be a case supervisor, and this relieves the general secretary of all direct responsibility for the case work. The larger the city the more numerous are the outside demands made upon a general secretary's time. The duties of the general secretary of a family work society in a large city differ in only a few respects from the duties of the chief executives of other kinds of social agencies. They include responsibility for fund-raising and the publicity work of the society, direction of matters of policy under the guidance of the board of directors, organization of committees of the society, taking an active part in city, state, and nationwide conferences of social agencies, appearing at legislative hearings in support of measures for social reform, and last, but by no means least, directing the administrative affairs of the society itself, seeing to it that the component parts are running smoothly and that a high degree of efficiency is maintained.

Preparation necessary

TRAINING for family social work is given in a one- or two-year course by six schools, as follows:

Chicago School of Civics and Philanthropy, Chicago.
School of Social Work, Boston.
The Pennsylvania School for Social Service, Philadelphia.
The New York School of Social Work, New York City.
School of Social Work and Public Health, Richmond, Va.
Missouri School of Social Economy, St. Louis, Mo.

All of the schools do not insist upon a college degree as an entrance requirement; in the main, however, the training is considered post-graduate and is so classified by the few colleges that have gone into this subject and have established schools in applied sociology. Undergraduate subjects which are helpful are: politics and economics, English, modern languages, and psychology. Certain of the established societies give a one-year's training course available for those who for one reason or another are unable to take the training in one of the schools of social work.

Opportunity for advancement — Financial return

THERE is every opportunity for advancement in the field; there are in this country upwards of 300 societies doing family social work,[1] and the demand for trained executives is constantly increasing. The financial return compares favorably with that offered to women in other professions. One hundred dollars monthly is the minimum salary recommended for a graduate of the one-year's course at a school of social work, with the further recommendation that automatic increases be granted at six months' intervals.[1] At the present writing salaries range as follows: For district secretaries, $1200 to $1500; for supervisors, $1500 to $3000; for general secretaries, $1500 to $5000. Certain qualities may be considered as assets for the social worker; for example, sincerity of purpose, a reasonable degree of tact, and a human interest in people.

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[1] Directory of Family Social Work Societies in U.S.A. and Canada, published by the American Association for Organizing Family Social Work, 130 East 22d Street, New York City.

Advantages

Social work has a number of advantages. For case workers and district secretaries the regular outdoor life and exercise are most beneficial and the satisfaction is great of being engaged in a work so vital in its nature and so strong in human appeal. A healthy physique and steady nerves count for a great deal with the social worker, yet the writer has seen a number of persons gain in physical and nervous health under the social work régime.

Extent of occupation

We have already referred to the fact that at present there are more than 300 family work societies in this country. There are in addition several hundreds of Red Cross home service sections now extending their services to civilian families. The demand for trained social workers is far ahead of the supply and is likely to increase for many years to come. High standards of work are gradually coming into their own, and are being adopted by a larger and larger number of societies. This advance is, naturally enough, felt first in the larger cities, but will eventually reach the smaller towns and rural districts. Evidence is not lacking to show that towns of 5000 population and under need the services of a trained social worker and that the problem of the semi-rural community is, after all, very similar in its nature to that of the larger city. At the present time no statistics are available as showing the total number of trained social workers in the field; it would be difficult to compile such statistics for the reason that the advance of trained service has been slow and the country is pretty well divided between trained and untrained workers with the balance still in favor of the latter.

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[1] Report of Committee on Salary Schedules of the American Association for Organizing Family Social Work, October, 1919.

Service to society

Family social work may be said to render a real and effective service to society; the family is the unit upon which depends strength of State and Nation. The case-work method of helping the family — seeking out the causes of distress and remedying them in so far as possible — is as logical a method of procedure in this field as it is in the fields of law and medicine. Upon the basis of evidence gathered in the field of family work, it is possible to detect weak spots in city and State legislation and bring about needed reforms calculated to benefit many more than the relatively small number of families whose needs may come to the attention of a given society.

Reading

"The Family" — a monthly periodical published by the American Association for Organizing Family Social Work, 130 East 22d Street, New York.

The following books published by Russell Sage Foundation, 130 East 22d Street, New York City:

"Social Diagnosis" — Mary E. Richmond.
"Broken Homes" — Joanna C. Colcord.
"American Marriage Laws" — Fred S. Hall and Elisabeth W. Brooke.
"Mothers Who Must Earn" — Katherine S. Anthony.
"The Neglected Girl" — Ruth S. True.

"Social Case Workers and Better Industrial Conditions" — Shelby M. Harrison.
"Wartime Gains of the American Family"—James H. Tufts.
"What Social Workers Should Know About Their Own Communities" — Margaret F. Byington.
"Household Management" — Florence Nesbitt.
"American Charities" — Amos G. Warner.

THE GIRLS' CLUB WORKER

SARAH B. HACKETT

Director, Girls' City Club, Boston

Description of occupation

THE girls' club worker is understood to mean the director or executive secretary of a girls' club and may be defined as the officer responsible for the successful organization of the club, and the direction of its activities along lines which conform to the club aims as expressed in its by-laws.

The work done by the officer in charge is accomplished with the help of volunteer officers and committees, and in large clubs by paid assistants.

The actual work done falls under the following headings:

A. Club Technique.
    Constitution and by-laws.
    Budget.
    Committee organization and duties.
B. Office Management.
    Correspondence.
    Files.
    Reports.
C. Finances.
D. Publicity.
    Weekly or monthly Bulletin.
    Newspaper articles.
    Magazine "feature" articles.
    Bulletin board.

E. Club programmes.
    Planning.
    Execution.
F. Organization of classes.
G. Contact with outside agencies.

Preparation or training necessary

The training required for this work can be obtained at

Columbia University, New York City, which offers a Training Course for Girls' Recreational Work. There are also Y.W.C.A. Courses for Club Workers.

The length of training required is five weeks to two months.

Opportunity for advancement

From a small club to a larger unit; from a larger unit to a big city club, State or National League secretaryship.

Financial return

Minimum, $1200; maximum, $4000.

Qualifications desirable for success

Leadership, executive ability, sympathetic understanding, judgment of people, tact, originality, magnetic personality, sense of humor, technique of leadership, programme-building, group management, business training and experience.

Advantages

These depend, of course, upon the point of view of the worker. Club work stands between education and business and is capable of some of the satisfactions of both. The club worker has great opportunity for creative work and can put her own ideas into practice. She has the satisfaction of gaining direct results from the groups with which she is working and can be of infinite benefit to individuals and community as well, in disclosing new sources of recreation, education, and enjoyment.

She has also the advantage of dealing with interesting people and never lacks variety and stimulus in her work.

Disadvantages

Irregular hours. Difficulties of working with an organization which is not a commercial enterprise.

Extent of occupation

The only statistics available for quotation at the time this information is compiled are those of the Massachusetts League of Women Workers, a federation of clubs totaling 4000 members, with approximately twenty-five paid secretaries.

Demand and supply

The work in Massachusetts, New York, Pennsylvania, and Ohio is steadily increasing, and the demand for the type of girl who becomes a good club worker already exceeds the supply.

Suggested reading

There are very few books on this subject as yet, and none are adequate. Those suggested are:

"Girls' Clubs" — Helen Ferris.
" Girls' Work" — Eleanor Gogin.
"Young Working Girls" — Compilation by Robert M. Woods, of South End House, Boston.

GIRL-SCOUT LEADERS

ESTHER EATON

National Headquarters of Girl Scouts, New York

Description of occupation

Occupations connected with scouting for girls may be classified into four main divisions, clerical, executive, personal, and specialized or technical.

As in any welfare organization wherever there is administrative work to be done there is at National Headquarters of

Girl Scouts the usual amount of clerical work — stenography, bookkeeping, sales, shipping and supplies, record-keeping, filing, telephone operating, mimeographing, and secretarial work. In general the salaries that go with these positions at National Headquarters correspond with those of business houses, running a little higher than the average paid in other welfare or charitable organizations. National Headquarters has no data relative to the salaries paid to clerical workers in local Girl-Scout offices over the country.

Executive positions are open to women over a large field in scouting for girls. They may be divided into the following main classifications: positions in connection with National Headquarters, those in connection with local headquarters, and the position of National Field Captain or field organizer, who is attached to the staff of National Headquarters.

National Headquarters, located in New York City, employs at present a staff of forty-five persons of whom all but six are women. These are divided into eight departmental groups at the head of each of which is one or more executives. The first of these is the administrative department including the National Director and her assistants who plan and supervise the policy and the work of National Headquarters and guide the work of the various local organizations throughout the country. Three of these groups devote their attention to publicity, magazine and editorial work, editing the Girl-Scout Magazine, "The American Girl," the "Girl Scout Handbook and Camping Manual," and all other literature issued from Headquarters. A fifth department directs the activities of the field, handling correspondence from and to Girl-Scout leaders all over the country and registering officers and scouts and supervising by correspondence and in personal conference the work of local directors and the national field captains.

Thirty-one cities at the present time and a constantly increasing number of cities have headquarters with offices for their Girl-Scout work. In each of these offices the work is similar, although on a smaller scale than that at National Headquarters. It requires ability to coöperate with other welfare organizations in the field, to secure volunteer leaders and conduct training classes for them, to organize and direct a clerical force, to plan and handle a budget, to raise money, to direct committees, to do propaganda work and publicity and to speak in public.

There are at present eleven field captains or field organizers attached to the staff of National Headquarters, each of whom has a section of the country under her supervision and control which comprises several States. This work, which is very new, will develop into the establishment of district offices of National Headquarters where work similar to that carried on at National Headquarters will be done. It involves organization work throughout the district. The field organizer will travel to every community in her zone where there are Girl-Scout troops, will study the problem peculiar to that community, will encourage the organization of local councils and offices with paid directors, will advise with the captains of the several troops in the community and try to inspire them with the best standards of troop work, will seek new leaders for newly formed troops and will stimulate scouting in every possible way during her stay in the community. She will be in touch with the press throughout her district and will attempt to do propaganda work wherever it is needed, will make public addresses, hold conferences and preside at meetings. When the work is more highly organized she will open offices in the center of her zone where she will have the usual executive work to do in connection with conducting a branch office.

The third of the four main divisions of positions open to women in connection with Girl-Scout work is what we have classified as *personal work*. It is the direct work of supervising and leading the Scouts themselves. These leaders are commissioned from National Headquarters as Scout captains or lieutenants. For the most part the position of Girl-Scout leader is a volunteer one. There were, March 1, 1920, in the

United States, 3470 active commissioned captains who are giving time each week to the leadership of 75,000 Girl Scouts. The backbone of the organization is here. Scouting for girls must stand or fall by the quality, enthusiasm, and discipline of its volunteer leaders. Hence the great importance of establishing courses of training for these leaders which will make clear to them the principles of scouting and will guide them through the trying first months of leadership. There are at present a few paid positions open to Scout captains, and there will be an increasing number as the work grows in the larger cities. Their function is to take charge of new troops and drill them until a prepared volunteer leader can be found to take permanent charge of the troop. These paid captains are also instrumental in helping with the training classes for volunteer captains.

The fourth large division of positions for Girl-Scout workers is that of the more technically trained person. Young women who have had special training in physical education and are experts in swimming, canoeing, setting-up drill, and can pass the elaborate tests for the higher degrees of scouting will find excellent opportunities in connection with Girl-Scout camps in summer, of which there will be many this year in connection with National Headquarters and in connection with local organizations. There will also be openings for camp workers who are experts in nature-study, dietetics, and so forth.

Preparation necessary

The preparation and training necessary for any of the positions at National Headquarters are the same as required for any clerical or executive worker in similar fields, except that so far as possible these workers are being drawn from among groups of people who have been Girl Scouts or Scout leaders, or who have passed through one of the captain's training courses so that the fundamental principles of scouting are familiar to them. The same is true of the executive worker in connection with local councils throughout the country. For the specialized worker who is to lead Scouts or conduct training courses or camps for Scouts very definite training is required.

The opportunities for receiving technical training in scouting for girls are of three kinds:

Certain schools and universities have courses in physical education into which the elements of scouting have been introduced and Scout leaders of recognized standing have been asked to give lectures on the subject before these students. Boston University, Johns Hopkins, and Teachers College of New York have all had such courses, and as more leaders are trained and experienced, more courses will be opened up. In 1918–19 Johns Hopkins University, Teachers College, and Boston University established fellowships for the training of Girl-Scout leaders.

The first National Training School for Girl-Scout leaders is conducted each year at Long Pond, Massachusetts. (For information regarding this write Miss Katherine R. Briggs, 10 Allerton Street, Brookline, Massachusetts.) Each summer there are two encampments here of three weeks each. A second training camp is conducted at Central Valley, New York, where for two weeks an intensive course in scouting is given each season. Here are also three encampments of Scouts from New York and vicinity where training of leaders who serve as councillors will go on all through the summer. (For information regarding these camps write to Department of Camps, National Headquarters, 189 Lexington Avenue, New York City.)

In addition to these two camps many local councils of Girl Scouts over the country conduct camps for Scouts where officers acting as councillors may receive more or less intensive training.

There are courses for Girl-Scout leaders given all through the year throughout the country in connection with Scout Headquarters in the different communities. These vary in intensity and extent. In New York City classes are given one evening a week covering a period of nine weeks.

No requisite is demanded of persons wishing to take these training courses other than that they must be genuinely interested in scouting and must give assurance of their intention of taking the leadership of troops when they have finished.

Opportunity for advancement

THERE is decided opportunity for advancement in the executive and technical fields of scouting activity. Excellent salaries are paid by National Headquarters to its organizers and departmental heads and also to executives and instructors in the summer camps and training schools.

National field captains are earning as much as $1800 to $2500 and heads of departments at National Headquarters are earning between $2000 and $3000.

Opportunities for advancement in the clerical field are naturally limited, but even here every consideration is given to promote persons who show ability to better positions. In the executive and specialized fields opportunities are almost unlimited, for as good executives build up an organization they make possible for themselves a larger and larger field of activity and may earn for themselves higher and higher salaries. This is especially true of an organization which is not charitable in its nature and which is increasingly self-supporting. In the field of personal service as leaders of Girl Scouts financial advantages are naturally limited, but many workers with ability are being advanced from these positions to executive positions as they demonstrate their capacity to fill them.

Qualifications

THE qualifications desirable for success in scouting for girls are those common to all executives plus affection for and genuine interest in the welfare of the girl herself. Those who are to become the personal leaders of troops of girls must have personal magnetism, coupled with the understanding of how to control without tyrannizing over a group, of how to guide without dictating, of how to develop what is found in the girl rather than to fix upon her a set of ideas or rule of action.

Advantages

The advantages of scouting for girls as a profession for women are obvious; opportunities for wide and vital contacts with educational movements and leaders throughout the country, opportunities for travel and delightful out-of-door life in the summer camps, and above all the inspiration of the vital contacts with the Girl Scouts themselves.

HOSPITAL SOCIAL WORK

IDA M. CANNON

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Description of occupation

Hospital social work is primarily skilled personal service — social case work — with patients in hospital wards or attending dispensary clinics. The necessity for having such a personal representative of the patient's interests has arisen because, in the development of scientific medicine and its complex organization in our large medical institutions, specialization has resulted in a wide distribution of the functions of admission, examination, diagnosis, and treatment of patients. Specialization means quite definite concentration on a limited field. It is important that there should be some one in the hospital who has the time, skill, and interest to see all this complexity in its practical relation to the patient's problem of after-care and the social situation at home.

The service of the hospital social worker may be simply interpretation and explanation of the doctor's advice; it may be a long, careful working-out with the patient and his family of a complex social situation. The industrial worker whose heart disease makes it necessary for him to change his work and habits of living; the tubercular mother whose family must be carefully planned for while she is in the sanatorium;

the mother who must be taught the care of a child whose digestive upset is due to faulty feeding; the unmarried girl, facing maternity; the patient with chronic disease for whom long-time care must be arranged; the patient who must be helped to face with courage a future of blindness or death from an incurable disease; these are the kinds of human problems that lie back of the doors of our great medical institutions.

Since the establishment of social work as a recognized and necessary part of an efficient medical institution some fifteen years ago, the movement has spread rapidly, and the function of the hospital social worker has developed. Aside from the primary concern of the hospital social worker with the plan of treatment, doctors are now looking to them for more accurate data concerning the family and the personal history, the temperament of the patient, and other factors that he cannot always get accurately at the bedside.

Hospital social workers are increasingly asked to assist in medical-social research. Many studies made by physicians involve the necessity of studying the patient, his heredity, his conditions of living and work, his habits and long-time supervision of his physical condition. Medical-social case work and experience in statistical method are necessary for this type of work.

They are also called upon as assistants in hospital administration. The admission desk of the dispensary and the hospital is a strategic place for the social point of view. In several medical institutions medical-social workers have been appointed to take charge of the admission, determining the patient's fitness (economically) for admission and the suitable rate of board.

Preparation or training necessary

There is as yet no widely recognized standard training for the hospital social worker. It is pretty generally recognized that social case work training is essential for equipment for the hospital social worker. Some people maintain that a nurse's training is necessary, but this is not widely accepted. The hospital social worker should be equipped with a capacity for social case work and sufficient knowledge of disease to apply this case work experience to the problems of the patients in the hospital. She should have enough acquaintance with hospital and dispensary routine to work readily with the doctors and the administrative staff.

In some places workers are still being trained by the apprenticeship method, but several training schools have been started. No training course offered is an entirely satisfactory one, but these are being improved each year. The recognized training courses are as follows:

Boston School of Social Work, 18 Somerset Street, Boston. One-year and two-year courses. The first year covers the academic term, September to June, and gives the foundation training in social work with sixteen hours weekly of field work and case work which may be elected in a social service department. The course covers the development of social work, principles of mental and physical health, social work with families and with children, neighborhood and community work, rural problems, and social inquiry. Elementary economics and psychology are prerequisites. Those who have satisfactorily finished this course can secure assistants' positions in social service departments. The second-year course is urged for all those who wish to prepare themselves adequately for responsible positions in hospital social work. The major part of the second year is spent in varied field work experience in hospitals and dispensaries, with interpretive conferences and weekly lectures at the school. At the end of the course work in the organization of departments and executive experience are given. College graduates are eligible to the degree of Bachelor of Science at Simmons College.

New York School of Social Work, 105 East 22d Street, New York. A diploma is granted after a two-year course.

The first year's work is selected from courses which must include hygiene and preventable disease, the method of social case work, the family and living standards, human behavior and its disorders, and field work. The field work during the first semester (first year) must be done in a family case work agency and in the second semester (first year) may be done in a social service department. Throughout the second year a maximum of four days a week and a minimum of two (depending upon previous experience in this field) are spent in field work in a social service department. A vocational course is offered in which the field work experience of the students is discussed. In connection with this seminar arrangements are usually made for the students to attend medical clinics.

The Pennsylvania School for Social Service, 1302 Pine Street, Philadelphia. One year's training in which the student attends courses in social work offered at the school with special lectures on medical-social case work. This course covers also American social problems, industrial problems, psychology, social medicine, public health, housing, publicity and statistics, immigration, dietetics, and record-keeping. This academic training is supplemented by field work in a social service department. No degrees are granted, but a certificate is issued on satisfactory completion of the one-year course.

Teachers College, Columbia University, New York, Department of Nursing and Health. Course open to graduate nurses covers one academic year. Lectures are given at Teachers College, fifteen to eighteen hours weekly. The course during the current year has included the following subjects: Sociology and its practical applications, principles and methods of modern social work, statistics, principles, and methods, psychology for social workers, mental hygiene, municipal sanitation and public health administration, problems in hospital social service, principles of public health nursing, community organization. In addition, there has been a series of lectures dealing with the relation of hospital social service to special aspects of medical work. From fifteen to eighteen hours weekly, for one term, are devoted to field work, under supervision, in the social service departments of selected hospitals. Further field work of not less than twenty-one hours weekly, for a period of four weeks, in one of the district offices of the Charity Organization Society is required of each student.

The Smith College Training School for Social Work is a graduate professional school offering work that falls into three divisions: a summer session of eight weeks, of theoretical instruction combined with clinical observation; a period of nine months' practical experience, and a concluding summer session of eight weeks of advanced study. The summer sessions are held at Smith College, Northampton, Massachusetts. Students in medical-social work are placed for nine months' practice in social case work with out-patient departments of general hospitals in Boston, Philadelphia, and Baltimore. They meet for instruction in weekly conferences with a group leader in each of the cities mentioned. A local supervisor directs their work in the social service department of the hospital in which they are placed.

Bryn Mawr College, Bryn Mawr, Pennsylvania. Post-graduate course in the Carola Woerishoffer Graduate Department of Social Economy and Social Research. Academic work at the college, with field work in social service departments in Philadelphia hospitals. Degree of M.A. and Ph.D. to graduates of colleges of approved standing on completion of requirements.

University of Indiana, Department of Social Service, Indianapolis. Graduate course in medical social service. Prerequisite of undergraduate course in medical sociology. Field work and research in the social service departments of the Robert E. Long Hospital and University School of Medicine Dispensary under the direction of the director of the department, who also has charge of theoretical work. Credits in this course may apply toward a degree in the Department of Economics and Sociology at the University of Indiana at Bloomingdale.

Opportunity for advancement

The demand for well-trained hospital social workers, especially those with executive experience, is constant and increasing. Workers in training are, however, usually urged to give two or three years to medical-social case work before assuming executive positions. The demand for well-trained women who have had a broad academic foundation is insistent.

Financial return

The salary scale is now in a state of some instability because of the shifting costs of living. Trained case workers are paid from $1000 to $1400; executives in charge of clinics and departments are paid from $1200 to $2500, and occasionally $3000, according to their ability, length of experience, and the bulk of responsibility that they are carrying.

Qualifications desirable for success

No one should go into hospital social work unless she cares about working with people. It is essential that the hospital social worker should consider herself primarily as representing the interests of the individual patient. She should have a native poise and capacity for intuitive understanding of a great variety of people — patients, hospital administrators, doctors, philanthropic, public, and other professional workers. It is important that she should have a stable philosophy of life, native good sense, and a wholesome and kindly personality. Analytical power is also of value.

Intellectual training should give the worker a broad experience and understanding of people in varied conditions of society. She should sufficiently learn the technique of social case work so that she can apply it in such a way that it will not be manifest as technique. She should learn to understand the point of view of those in the institution with whom she is working — doctors, nurses, and hospital administrators. She should understand the point of view of the social workers in the community with whom she is associated, their ideals and something of their technique. She should know statistical method. A knowledge of languages is also valuable, especially Italian, some of the Slavic languages, and German. (This would be affected by the locality in which she worked, but a knowledge of the language difficulty is important.)

Advantages

For those who care about working with people, there is probably no form of social work in which an advantageous contact with people can be more readily made than in hospital social work. It is a special privilege to work with a scientific profession like that of medicine where one supplements the work of physicians whose standards one can respect. There is deep satisfaction in serving a very real need and one is stimulated to a high standard of work.

Disadvantages

Hospital social work is still a growing profession. Standards of training and standards of service are not yet fixed. Social work has so recently come out of the position of volunteer service that the financial return is not as large as that in business positions and some other occupations.

Extent of occupation

Beginning in 1905, the hospital social service movement has extended throughout the United States and Canada. There are now between 350 and 400 departments employing from one to thirty-five workers. There is a great demand for these workers, especially at present in the United States Public Health Service Hospitals under the Red Cross, and also throughout the Middle West and West where the work is rapidly developing. There is a constant demand for workers throughout the East, as well.

Service to society

Hospital social work has an obvious service to render in the socializing of our great medical institutions. It has much to do with raising the standard of service in these institutions. It has also been demonstrated that social work in general needs those who have had experience in medical work; therefore the whole field of social case work offers an opportunity for those who have had medical-social case work experience. With the present trend of the public health campaign, social workers have a new and growing field in which they are always welcome.

Effect on the worker

Those who have satisfactorily found their place in hospital social work have the advantage of finding a real stimulus in their contacts with the medical profession and with general social interests in the community. This opportunity should be a broadening and a developing one for any one who has the capacity to take advantage of it.

Suggested reading

"Social Service and the Art of Healing" — Richard C. Cabot, M.D.
"Social Work in Hospitals" — Ida M. Cannon.
"Dispensaries" — Davis and Warner.
Reports of the Social Service Departments at: University of Indiana, Boston Dispensary, University of Pennsylvania Hospital, Barnes Memorial Hospital, St. Louis.

THE MENTAL-HYGIENE WORKER

V. MAY MacDONALD

Organizer of Social Work, National Committee for Mental Hygiene

Description of occupation

The recent development of psychiatry from a descriptive study into an analytical science has brought with it recognition of the need for assistance in securing a picture of the background of the disorder, and in promoting a satisfactory readjustment of the patient to his surroundings. Psychiatrists may give a few separate hours to repeated examinations and consultations with a mental patient, but they cannot search out in school and factory and home the important details of the individual's reactions to the social environment in which he lives and works. They may outline the desirable course to pursue in reëstablishing him in the community when convalescent, but they cannot follow him personally in his work, and recreations, and family life. An assistant trained to comprehend the sick man's mental limitations and pitfalls, and skilled in using the resources of the community, is required.

In response to this need a new type of worker has been evolved. A psychiatric social worker must be able to secure an accurate picture, from a psychiatric standpoint, of a patient's educational, industrial, and social background. She must so thoroughly understand his mental processes that she can supervise in his community life the mental readjustments suggested by the psychiatrist for his restoration; she must be able to help in adapting the individual to his environment, and the environment to the individual.

Mental hygiene covers a large domain of interest and activity. There is work with children — subnormal, super-normal, abnormal — work which offers the greatest promise of development. Teachers who have studied child development will be attracted to this phase of the subject. There is work with border-line and incipient mental cases who may be treated at mental clinics and never require hospital residence. This constitutes a very important method of prevention in the community. There is the work of supervision and reëstablishment of discharged or paroled cases from mental hospitals. This is most often carried on by a worker established in the hospital, but following the patients to their homes. There is the work of research and restoration in connection with court clinics, where delinquency and crime are often found to be due to mental conditions. There are the social aspects of the work of selection, diagnosis, and adaptation of the great army of industry, where the so-called human element has often been a baffling obstacle to desired efficiency.

Training required

This specialized work requires practical knowledge of certain phases of psychology and sociology, training in applied psychiatry and in the technique of social case work, and a long practice period in which this knowledge may be applied in practical experience with various types of mentally sick people. Courses of training in psychiatric social work have been established at the Smith College School of Social Work, Northampton, the New York School of Social Work, and the Pennsylvania School of Social Work. These vary in length from one to two years, inclusive of the field work. Besides these courses have been established recently in Chicago and Baltimore, and others are being planned.

College students expecting to enter this field later might well devote special attention to biology, sociology, and psychology. These subjects have a basic relation to the work and would make easy the approach to the special training.

Qualifications desirable for success

The qualifications needed for successful work are, first, a good general education. A college degree makes a convenient standard, although an equivalent amount of study and training is generally accepted by the schools. Some experience in related fields of work, such as general social work, or teaching, is an asset. A training in a first-class school of nursing gives an invaluable background of medical knowledge and understanding. The personal qualities essential are poise, judgment, social sympathy. Since the nature of the work requires most intimate confidential relations with mentally distressed people, a certain maturity in the worker is very desirable, a maturity that comes only from living and working. For this reason a period of practical experience after leaving college in such human-contact work as that suggested above is very valuable as a preparation for this field. The inevitable mental demands upon a psychiatric social worker makes this an unsuitable calling for individuals with certain psychopathic traits. Neurotic, self-centered, or unstable persons should not undertake the supervision of others in like case. In this field the mentally blind or even short-sighted could lead their suffering fellows only to the near-by ditch.

Supply and demand — Financial return

With the rapidly increasing public interest in mental abnormalities the opportunities for educational and preventive work are being multiplied. Workers who carry a year or two of successful work with an established organization find themselves called on to be pioneers in new centers. Remuneration varies from $1600 a year, or $1000 with maintenance, to $2400 a year, or $1500 with maintenance. In a few exceptional instances a salary of $3000 is given. The work has the combined attraction of scientific research and human contacts, and requires actual out-of-door work in visiting as well as executive work in an office. There is no dull routine.

Requests for these workers are coming from Wisconsin, Maine, Georgia, Utah, as well as from places nearer the present centers of training. State hospitals in various parts of the country are anxious to establish social service departments; mental hygiene societies are asking for workers to establish social service for individuals in the communities; juvenile courts are awaking to the need of mental clinics with social workers. At present there are probably not more than two hundred qualified workers in this field, although the need is every day more apparent.

Advantages

This field of applied psychiatry, with its immense contribution to the solution of the great social questions of delinquency, crime, hereditary pauperism, and prostitution, offers an opportunity for interesting constructive work, and should appeal to the best type of women.

Reading

THEIR interest may be quickened by reading such books as "Instincts of the Herd in Peace and War," by William Trotter; "Mental Hygiene of Childhood," by William A. White; "Psychology of Insanity," by Bernard Hart; "Mental Adaptation," by Lyman Wells; and "Mental Mechanisms," by William A. White. Among enlightening pamphlets on various phases of the work are "Preventable Forms of Mental Disease," by E. Stanley Abbot; "What is Practicable in Prevention of Mental Defect," by Walter E. Fernald; "Relation of Social and Economic Factors to Mental Hygiene," by C. Macfie Campbell; "The Movement for a Mental Hygiene of Industry," by E. E. Southard.

Interest once aroused is not likely to lapse. Fresh trails are being blazed through the wilderness of mental maladjustments. Education, vocational guidance, industrial efficiency, and social and political relationships are bound to feel the influence of this scientific effort for clearer thinking and better living.

THE POLICEWOMAN

MINA C. VAN WINKLE
Washington, D.C.

Description of occupation

A POLICEWOMAN is really the protective worker with police power. All that you are and all that you have to give can be utilized in this work because the greatest opportunity for service in the world lies in police work. Ordinarily, the girl or boy, man or woman, who violates the law comes first to the police. Social workers may readily interpret for themselves the importance of the "social first aid." The police never sleep. Twenty-four hours a day, seven days a week, and three hundred and sixty-five days a year they are the law enforcers, guides to proper relief, and they are constantly obliged to diagnose cases and make decisions of the most vital importance to the individual and the State. The service to society is unlimited.

The duties of the director of a woman's bureau are the direction, instruction, and supervision of subordinates in the maintenance of law and order; the protection of life and property; the prevention of crimes and disorders; to assist in the control of venereal disease and its treatment and the public health, especially as it concerns women and children; to institute special investigations and exercise special supervision in the suppression of vice; to receive and make reports, keep records and to perform or have performed miscellaneous clerical work; to promote all other important related work for the prevention of delinquency and the protection of children.

Where police departments have trained workers who engage in constructive social work, those communities can easily dispense with two or three private social enterprises that are usually needed when the public agencies fail in their responsibilities. Policewomen are aiming to bring about a close relationship between social workers, the public, and the police.

There are five classes of activities; protective, preventive, corrective, constructive, and general police work. These include constructive follow-up work for women and girls, securing employment, improving and changing environment that causes delinquency, voluntary probation, voluntary commitments to institutions where there are inadequate laws, survey and supervision of dance-halls, movies, etc., court commitments to institutions and probation, physical and psychopathic examinations, careful investigation, patrol with investigation of questionable circumstances and places, the detection of crime, apprehension of criminals, assistance to branches of police departments in order to establish the evidence in special cases, locating missing persons, assistance in case work for the police and work with juvenile and criminal courts.

Preparation necessary — Qualifications

It is desired to secure women for this occupation who have had college training or training and experience in social work, school teaching, nursing, a knowledge of sociology, economics, and experience in dealing with human beings. Keen power of observation and insight, knowledge of municipal laws, of police rules and regulations, some understanding of criminal law, of the rules of evidence, tact, good judgment, good physical condition, good moral character, and good personal appearance, are necessary qualifications.

Training should include field work in some police department. At present all training for policewomen is being given by the departments in which they may be employed.

Opportunity for advancement

There is considerable opportunity for advancement. In many police departments women are eligible for promotion exactly as the men are; i.e., there are competitive civil service examinations for members of the force or promotion for efficiency and exceptional service.

Financial return

The minimum salary in any city is $1000 per annum. The highest minimum salary is $2000. The same opportunity for advancement does not exist that prevails where salaries begin at a lower point and move upward. In Washington the salaries are from $1580 to $1780 basic. This may be increased through the reclassification of salaries or subject to legislation.

Advantages and disadvantages

The advantage in police work is that one is in municipal service where one can give her maximum time and energy for the good of the cause. The policewoman does not get into a rut. The service alternates day and night. Every case must be treated differently. There are no two cases alike. While good case work is essential, facts must be obtained with two motives, first to help the girl all we can, and, if necessary, to prosecute to the limit. The work brings her in contact with every public and private social agency and with every agency for good in the community. No woman can be a good police officer without the maximum development of her own personality. Personal initiative is the most essential factor. In community service of this kind she has the opportunity to prove the value and possibility of clean, intelligently administered police work. No community is better than its police department.

Other advantages are: a pension of fifty per cent of salary; twenty days' annual leave and thirty days' sick-leave with pay; cheap insurance and free medical service.

The disadvantages are long hours in emergencies, a seven-day week in many cities, and night work. However, night work is the most valuable service rendered.

Extent of occupation

THERE are no statistics available as to the extent of the occupation. We know, however, that the work is already established in about three hundred different cities, varying from one policewoman to a separate unit in the police department, known as a woman's bureau, with as many as twenty women employed and a director in charge. Chicago has the greatest number of policewomen, but operates in an unorganized way. The demand for women is far in excess of the supply.

Reading

"Elements of Water Bacteriology" — Prescott and Winslow.
"Practical Bacteriology and Parasitology" — Stitt.
"Medical and Veterinary Entomology" — Herms.
"A Textbook of Hygiene" — Rohe and Robin.
"Physical Diagnosis" — Todd.
"Textile Fabrics" — Matthews.
"Microscopy of Drinking Water" — Whipple.
"Infections and Parasitic Diseases" — Langfeld.
"The Female Offender" — Lombroso.
"Lombroso's Criminal Man" — Ferrero.

"Being Well-born" — Guyer.
"Police Practice and Procedure" — Cahalane.
"Pathological Lying" — Healy.
"Outline of Psychobiology" — Dunlap.
"Experimental Sociology" — Kellor.
"Bacteriological Methods in Food and Drugs Laboratories" — Schneider.
"Microscopy of Foods" — Winton.
"Powdered Vegetable Drugs" — Schneider.
"Hereditary Genius" — Galton.
"Degeneration" — Lombroso.
"The Individual Delinquent" — Healy.
"Der Verbrecher" — Baer.
"Idiocy and Imbecility" — Ireland.
"Lehrbuch der Gerichtlichen Psychologie" — Krafft-Ebing.
"Heredity" — Lithgow.
"Die Objekte der Verbrechens" — Oppenheim.
"Insanity, Ancient and Modern" — Tuke.
"The Measurement of Intelligence" — Terman.
"Feeblemindedness — Its Causes and Consequences" — Goddard.
"Psychopathia Sexualis" — Krafft-Ebing.
"Preventive Medicine and Hygiene" — M. J. Rosenau.
"The New Public Health" — H. W. Hill.
"A Manual for Health Officers" — J. S. McNutt.
"Legal Principles of Public Health Administration" — H. B. Hemenway.
"The Sources and Modes of Infection" — Chas. V. Chapin.
"Modern Theories of Criminality" — DeQuiros.
"Criminal Psychology" — Gross.
"Crime, Its Causes and Remedies" — Lombroso.
"The Individualization of Punishment" — Sallielles.
"Penal Philosophy" — Tarde.
"Crime and Its Repression" — Aschaffenburg.
"Criminality" — Garofolo.
"Criminality and Economic Conditions" — Bonger.

"Criminal Sociology" — Ferri.
California Codes and Statutes.
"Studies in Forensic Psychiatry" — Glueck.
"Blackstone's Commentaries" — Cooley's Edition.
"Wigmore on Evidence" — Wigmore.
"New Criminal Law" — Bishop.
"New Criminal Procedure" — Bishop.
"Criminal Law" — May.
"Principles of Judicial Proof" — Wigmore.
"Police Administration" — Leonard Fuld.
"European Police Systems" — R. B. Fosdick.
"Criminal Investigation" — Gross.
"Manuel de Police Scientifique" — Reiss.
"La Police et l'enquête" — Niceforo.
"Questioned Documents" — A. S. Osborn.
"Ames on Forgery" — D. T. Ames.
"Modern Microscopy" — M. I. Cross.
"Manipulation of the Microscope" — E. Bausch.
"The Microscope and Its Revelations" — W. B. Carpenter.
"Photographie Metrique de" — A. Bertillon.
"Legal Photography"— A Bertillon.
"La Photographic Judiciaire" — R. A. Reiss.
"Le Portrait Parle" — R. A. Reiss.
"A B C of Photo-Micrography" — W. H. Wamsley.
"Manual of Toxicology" — A. H. Brundage.
"Finger Print Instructor" — F. Kuhne.
"Finger Print Systems" — L. Seymour.
"Finger Print Classification" — E. R. Henry.
"Dactiloscopia Comprando del Nuevos Sistema Argentine" — Juan Vucetich.
"Decimal System" — M. Dewey.
"Modus Operandi in Criminal Investigation and Detection" L. W. Atcherly.
"System of Identification" — A. Bertillon.
"Social Diagnosis" — Mary Richmond.
All other books covering the field of social work.

THE PROBATION OFFICER

ALFRETTA P. McCLURE
Probation Officer, Boston Court House

Description of occupation

The great interest to be found in probation work can perhaps best be explained by saying that the work constitutes the next to the last line of defense in human conservation. First comes the help that private organizations and individuals can give to the unfortunate or deficient; then the work that the probation officer can do for these people when they finally have had to be brought before the criminal court, and that failing, there is left only the aid that the *attachés* of the custodial institutions, public or private, can give. In other words, probation work is the last defense to the liberty of the individual, deficient, delinquent, or merely unfortunate.

In Massachusetts it is the duty of the probation officers to interview every individual arrested for a misdemeanor or a crime, in order that if the court finds the defendant guilty, they may be ready to make a recommendation to the court looking toward the wisest possible social disposition of that individual's case. Sometimes the judge continues the case, the defendant being either in custody or on bail, and asks that the probation officer make some special investigation, either personally, or by letters, to officials or social agents or organizations in other sections of the country, to determine the question whether both the defendant and the community can still profit by the court allowing the defendant, even though found guilty, still to have his liberty under the supervision of the probation officers, or whether the defendant should be committed to the custodial care of some institution. If the court places the defendant on probation, then it is the duty of the probation officers to supervise, by personal visits, by written reports, and by all other possible means of investigation, the conduct of the defendant, so that when the case again comes before the court for final disposition, the probation officers may again be able to assist the judge in deciding whether the individual may now be freed from court surveillance; or whether that surveillance should be continued for a longer period of time; or whether the individual should finally be sentenced to some custodial institution. The Supreme Court has determined that the positions of probation officers are judicial positions — a recognition of the responsibilities that they carry.

Preparation necessary

Just as in the case of a lawyer, there is hardly any preparation or training that will not at some time or other be of great assistance to the probation officer. In the office with which I am connected, one of the women officers was a nurse; one a health executive; another a teacher; another took her collegiate training in France; several had had considerable business experience; four of the men and one of the women are members of the Massachusetts Bar, and several in the office are now studying law. I know of no school that devotes itself entirely to the training of probation officers; but some of the probation officers have taken work at the various schools for social work, and the chief of my office has taken some of the courses in criminology offered by Harvard College.

Opportunity for advancement

The opportunity for advancement in probation work depends largely on the awakened state of public consciousness toward social factors and conditions of the community in which the probation officer finds herself. In some communities, to broaden the scope of her work and thus her own field, she has to become practically a crusader, but a crusader with infinite tact and discretion.

Financial return

In one of the large Eastern cities I have known a woman chief probation officer to receive at one time a salary of $5000 a year, but this is unusual. In Massachusetts formerly the beginning salary of a woman probation officer — in positions where her whole time was contracted for — was around $1200 a year, but now the general tendency to reflect the high cost of living in salaries has made them range from $1400 to around $2400, generally speaking, according to the court and the locality of the work.

Qualifications

For probation work, not only is perfect physical and mental health absolutely essential, but abundant extra physical vitality is highly desirable, because in dealing with abnormal, deficient, and delinquent people at some of the most excited and distorted moments of their lives the mental and physical drain is very great. Of course, tact, human insight, and almost clairvoyant sense for human values and human motives, and a broad viewpoint, are all highly desirable, but all these qualities must be made effective by perfect health. On this too strong emphasis cannot be laid.

Reading

The National Probation Association, of which the general secretary and treasurer is Charles L. Chute, State Probation Commission, Albany, New York, publishes various reports and pamphlets for distribution, and any one starting a course of reading about probation work might well write there for their latest publications. In Massachusetts the Commission on Probation, Court-House, Boston, publishes a manual for probation officers which has to do specially with the work in this State. Outside of such technical reading the wider the reading of the prospective probation officer on all phases of social work, the better. To this add if possible some reading on the law and rules of evidence within the jurisdiction where the probation officer expects to serve.

PROBATION, PAROLE, PROTECTIVE, AND REFORMATIVE WORK

MAUDE E. MINER

Secretary, New York Probation and Protective Association

Description of occupation

THE work with delinquent girls in reformatories, houses of detention, and courts, and with difficult and unadjusted girls in need of protective care, offers a very great opportunity to many trained women to help in the building and remoulding of individual character and in the prevention of delinquency and crime.

The type of work in this field varies from investigational or case work with girls to administration of State reformatories and protective organizations. The probation officer serves under a juvenile, police, or criminal court, investigating cases of girls or women and rendering written reports of such investigations to the judge, receiving under care persons released on probation and supervising the conduct of probationers in the community. The parole officer is connected with a reformatory institution and does follow-up work for girls released on parole from the institution. Protective officers work under private organizations or under city departments with difficult and unadjusted girls who have not been convicted by courts or who have never been in courts. The work includes locating runaway girls and others in moral danger and personal, constructive work with individual girls. The worker in the reformatory may be a superintendent who has entire responsibility for the management of the institution, an assistant or house-mother who has charge of one cottage, or an academic, occupational, or farm teacher who trains the girls in school, industrial, or out-of-door work. There are also positions as psychologist, psychiatrist, and physician in connection with some reformatories, places of detention, and courts. In houses of detention for juveniles or adult women, there are also positions of superintendent, matron, and teacher.

Preparation necessary

TRAINING valuable in this work with girls may be secured through graduate courses in social economy, sociology, psychology, and statistics; through courses at the different schools of social work, and through practical experience in a protective organization, advancing from the less difficult to the more difficult tasks. Undergraduate courses in sociology, psychology, and hygiene are helpful as a basis for later study and work. Experience in any case work, whether with families or individuals, is a splendid foundation for probation, parole, and protective work. It is very helpful for the worker with delinquents to have two or three years of work with girls who are not delinquent, either as a teacher in a school or in some other kind of social work.

Opportunities for advancement

THERE are opportunities for advancement, from probation officer to chief probation officer, from matron or teacher in a reformatory or house of detention to assistant superintendent or superintendent of the institution, and from a worker or assistant in a protective organization to director of a protective bureau or executive secretary of a protective organization in a city. Many cities are now organizing protective work, and a big field of opportunity is open to those capable of directing and guiding this.

Financial return

THE salaries in this field range from $75 a month to $3000 or even $5000 a year. In a few instances — as, for example, in the position of parole commissioner, commissioner of correction, or deputy police commissioner — women have received as much as $7500 a year. Other positions are paying salaries of $2500 or $3000 for executives of organizations, superintendents of institutions, or chief probation officers. The usual range of salary for field worker is from $1200 to $1800, with many positions paying $1500 and $1800. Probation officers and workers in small cities and rural districts are frequently paid much less, and there are still many positions where the salary is $75 a month. In institutions where workers are resident, matrons receive $50 or $60 in addition to their living in the institution.

Qualifications desirable for success

THE success of workers in this field depends much upon the personality of the worker and her ability to reach girls. There must also be absolute integrity, strength and firmness of character, great faith in human nature, and great love of girls. One needs for this work enthusiasm, resourcefulness, sympathy, understanding, a sense of humor, imagination, ability to do teamwork, to endure both just and unjust criticism, and to go ahead in the face of powerful political opposition with fearlessness and courage. In this work where the greatest task is re-education and the upbuilding of defective or demoralized character, it is necessary for the worker to have a vision of the bigness of her task, faith in the power of accomplishing far-reaching results, and recognition of the spiritual basis of the work.

While every fine natural quality adds to the worker's effectiveness, many of these qualities are developed and strengthened by the work itself. It is also possible to develop skill in investigational work, accuracy, systematic record-keeping, report-writing, and ability to interpret facts and figures in terms of larger social needs.

Advantages and disadvantages

THE greatest advantage in this work comes through the real satisfaction and joy derived from helping to direct maladjusted lives into those which are socially useful and in the knowledge that one is building for the future and helping to lessen social problems. In working for the prevention of delinquency one is brought closely in touch with nearly every social problem and with workers in the different fields. The great variety of work, the opportunity for experiment and development, and the possibility of doing creative work add to the interest in this field.

Disadvantages are to be found in the great difficulties of the task, in the opposition and lack of support frequently due to corrupt politics or to the indifference of the public, in long and irregular hours of work and the infrequency and shortness of vacations. Resident workers in institutions are on duty many hours of the day and the work is confining. Hours for probation and protective work are irregular, because girls must be visited after their work in the evening. Vacations are usually for one month in summer, instead of three months and at holiday seasons to which teachers in schools and colleges are accustomed. There are no sabbatical years and no pensions. Many salaries are also very inadequate when we consider the high type of work and of ability required.

Supply and demand

ALTHOUGH accurate statistics are not available as to the number of workers in this field, we do know that the demand for skilled workers far exceeds the supply. The extension of protective and reformative work during the period of the war has opened many new positions in larger cities and in institutions, and the demand for competent executives and superintendents of reformatories and houses of detention cannot be met from the existing group of workers. Also industrial and other organizations are constantly drawing upon the experience of workers with girls for welfare work in industrial plants. With the increase in the number of protective organizations and of probation officers, there exists a big opportunity in this field.

Reading

For suggested readings I would mention the publications of the Bureau of Social Hygiene in New York City, and the publications of the Federal Children's Bureau, relating to illegitimacy and children's courts; "A New Conscience and an Ancient Evil," by Jane Addams, and "Juvenile Courts and Probation," by Bernard Flexner. My own book, entitled "The Slavery of Prostitution," has chapters on probation work and on a campaign of prevention which explain more fully the work in those fields. The annual reports of reformatories, of State probation commissions, of the National Probation Association, 58 North Pearl Street, Albany, New York, and of the New York Probation and Protective Association, 130 East 22d Street, New York City, will help to make clearer the opportunities and possibilities and methods of reformative and protective work.

PSYCHIATRIC SOCIAL WORK

MARY C. JARRETT

Associate Director, Smith College Training School for Social Work

Description of occupation

Psychiatric social work is essentially a form of mental hygiene work. A great French physician, Pinel, a hundred years ago said, "I am interested in nervous and mental diseases because they give me knowledge of the human personality." Through the cleavages of mental disease William James studied psychology. Through these abnormal processes, more marked and more readily observed than the mind of the average man, we get much of our knowledge of human nature. We rarely, if ever, find a person in perfect mental condition. Every one has minor mental ailments such as prejudice, irritability, shyness, worry. The psychiatric social worker aims to help prevent these milder difficulties of the mind and to promote mental vigor as well as to assist in the care of the mentally sick.

Psychiatry (the mental division of medicine) relies upon psychiatric social work in (*a*) treatment, (*b*) diagnosis, and (*c*) research. Mental disease almost always shows itself in the form of social disorder; therefore the social worker is particularly needed to assist the psychiatrist with treatment. Many mental diseases cannot be properly diagnosed without a careful previous history of the patient, such as the social worker is trained to get. Better knowledge of many obscure diseases will depend largely upon social investigation and observation in the community, which are functions of social work.

The first attempt to employ a social worker in the care of mental patients in this country seems to have been in the Neurological Clinic at the Massachusetts General Hospital, in 1905, under Dr. James J. Putnam. The Manhattan State Hospital, in New York City, was the first public hospital for mental diseases to engage a social worker upon its staff, after her services had been provided for some years by the New York State Charities Aid Association. The Boston Psychopathic Hospital (opened in 1912 with its social service as an integral part of the hospital) was the first institution to systematize this work — to define its principles, to establish standards of training, and to give it a name, psychiatric social work. Now there are social service departments in psychiatric clinics and hospitals throughout the country.

During the war psychiatric social workers were needed for army hospitals, and there was no supply. The only regular training then offered was the apprenticeship course given by the Boston Psychopathic Hospital. To meet this need, through the initiative of Dr. E. E. Southard, under the auspices of the National Committee for Mental Hygiene, Smith College offered an intensive emergency course of eight months with practice work in various cities.

In all forms of social work there is need of knowledge of psychiatry and the psychiatric point of view (to look for mental causes of conduct and for individual differences), since about fifty per cent of all social cases are psychiatric problems (involving persons in some degree or other psychopathic), and since mind is an important factor in all efforts for social adjustment. Courses in social psychiatry for all students are now being introduced into schools of social work. There will always be also the special field of psychiatric social work.

Preparation necessary

COURSES of training for psychiatric social work, requiring from one to two years, are offered by the New York School of Social Work, the Pennsylvania School of Social Service in Philadelphia, and the Smith College Training School of Social Work. Other schools are also adding such special courses. The Smith course now requires thirteen months; the students spend two summers in intensive study at Northampton and nine months of the intervening winter in practice work at hospitals in various cities. There are usually some scholarships available in the training schools, and internships are offered to social students by some hospitals.

Supply and demand

THE mental hygiene movement has spread so rapidly that there are ten positions for every worker. In so new a field there are remarkable opportunities for the young trained worker, in connection with psychiatric clinics and hospitals, courts and reformatories, mental hygiene societies, and, recently, with the Red Cross in the United States public health hospitals. Graduates of the "war class" of 1919 are receiving salaries from $1200 to $2000.

Qualifications required

THE qualifications of the psychiatric social worker are, (*a*) a certain natural fitness, (*b*) education, and (*c*) professional training. She must be, of course, intelligent, well-balanced, sympathetic, and adaptable, with an interest in individuals, and then she must have ability to think clearly and patiently and to observe closely. She should have had a general education equal to a college course, in which studies in biology, psychology, and sociology are desirable. In her training she will study social psychiatry (along with other related academic branches) applying it in her practice work, and she will learn through instruction and practice the technique of social case work.

Mental hygiene means better understanding for the individual, a better chance to form good habits and not to form bad habits, to make the most of abilities and to adjust handicaps. The psychiatric social worker is indispensable to the mental hygiene movement; and trained workers in great numbers are needed now.

"A Psychiatric Contribution to the Study of Delinquency" — Herman M. Adler, M.D. "Journal of the American Institute of Criminal Law and Criminology," May, 1917.
"Mental Health of the Community and the Work of the Psychiatric Dispensary" — C. Macfie Campbell, M.D. "Mental Hygiene," October, 1917.
"After-Care Study of the Patients Discharged from Waverley for a Period of Twenty-Five Years" — Walter E. Fernald, M.D. "Ungraded," November, 1919.
"Special Preparation of the Psychiatric Social Worker" — Bernard Glueck, M.D. "Mental Hygiene," July, 1919.
"Individual Delinquent" — William Healy, M.D.
"Psychiatric Social Work" — Mary C. Jarrett. "Mental Hygiene," April, 1918.
"The Psychiatric Thread Running Through All Social Case Work" — Mary C. Jarrett. "Mental Hygiene," July, 1919.
"Shell-Shock Analogues: Neuroses in Civil Life Having a Sudden or Critical Origin" — Mary C. Jarrett. "Medicine and Surgery," March, 1918.
National Committee for Mental Hygiene, 50 Union Square, New York City. Publications.

"The Training School of Psychiatric Social Work at Smith College" — A. W. Neilson and others. "Mental Hygiene," October, 1918.

"Mental Hygiene and Social Work: Notes on a Course in Social Psychiatry for Social Workers" — E. E. Southard. "Mental Hygiene," July, 1918.

"The Mental Hygiene of Industry" — E. E. Southard. "Mental Hygiene," January, 1920.

"The Kingdom of Evil: Advantages of an Orderly Approach in Social Case Analysis" — E. E. Southard. National Conference of Social Work, Proceedings, 1918.

"What the Social Worker learns from the Psychiatrist about her Problem Children" — Jessie Taft. "Modern Hospital," August, 1919.

"The New Impulse in Mental Hygiene" — Jessie Taft. "Public Health Nurse," October, 1919.

The Social Syndrome: An Alumnæ Publication of the Smith College Training School for Social Work.

REFORMATIVE WORK

JESSIE D. HODDER

Superintendent of Reformatory for Women, Framingham, Massachusetts

Description of occupation

Reform would seem to assume that there has been a form which has been destroyed and which is to be reëstablished. A large part of the material presented for reformation, however, never had a form, i.e., never had moral standards or social ideals. To re-form is to re-moralize or re-socialize. In reform work the main interest is in giving the individual what she may never have had — a vision, a hope, a knowledge of herself and a belief in God. Our patient missed the joy of learning and sharing knowledge, of being unselfish, self-controlled, of helping in the generous give-and-take of life; she hated discipline and refused to "give in" to it; she missed motives of self-respect, ambition, self-discipline. It is not that she had them, lost them, and wanted them back — she never saw them; she had worn blinders all her life; she did not see that "Liberty is obedience to law."

The job of the person who is to work with her is to create ambition, fine motives, desires to help. The patient must learn to grip life at some tangible point, so that she will feel it worth fighting and dying for. Helping her to kill cynicism, which is always a form of laziness, and to illuminate service to God and to mankind, is part of the reform job. Don't talk about her faults.

In actual practice this will mean taking an inventory with the patient, which is analyzing her life and the causes of her delinquencies, and then mapping out an educational régime which will fill in gaps and teach new habits. Well-equipped reformatories will be equipped as follows:

1. *The industrial development.* Every reformatory should have industrial departments fully equipped with modern machinery and appliances superintended by competent instructors, in order that the mechanically inclined inmates may be trained to enter the industrial world immediately on their discharge and earn a living wage. The industrial building should be a separate unit.

2. *The agricultural development* includes dairying, butter- and cheese-making, truck-gardening, poultry-raising, small fruits, etc.

3. *Domestic science.* Cooking, canning, waitress work, chamber work, laundering, household management.

4. *Recreation.* Gymnastics should be taught, and also the value and significance of recreation.

5. *Religion.* Each person permitted and encouraged to confer with the chaplain. No influence should be brought to bear in denominational choice.

Preparation necessary

PROSPECTIVE workers should have one year's post-graduate training as *interne* in actual work in a reformatory institution;

preceded by undergraduate courses in biology, sociology, civil government, psychology, ethics.

There are always more positions to be filled than there are trained people to fill them. Any superintendent who is doing good work will have two or three offers from other States during a year. Of course, the number of superintendents' positions to be filled is limited, but every bit of work in a reformatory is character-developing and training for the officer, and is excellent preparation for whatever work in the field of social service she wishes to take up. Reformatory work properly conducted is social service, and the opportunities for advancement are as vast as that field offers.

Financial return

No person is entering the service of reformatory work now for less than $600 a year, with maintenance. The highest superintendent's salary is $4000, with maintenance.

Qualifications desirable

The qualifications necessary for success in the field are those of the finest teacher. The worker must have tact, love of human beings, common sense, a sense of humor; must be absolutely honest and just, and must radiate the highest type of womanhood; she must be obeyed through respect and not through fear.

Advantages and disadvantages

To work for prisoners is to have touched life at once at its highest and lowest ebb. It can be the richest experience in one's life. There is also the advantage of serving one's Government, helping it perhaps to grow, and in being a public servant.

The disadvantages are those inherent to work for State Government where progress is slow and initiative is too often held in check. Also the long hours and confinement are disadvantages which, however, are quite overbalanced by the joy in serving where there is need. I should say that the advantages were greater than entering the foreign missionary field and the work similar.

Extent of occupation

THERE are about ten reformatories for women and girls in the United States. Let us hope that this number will not be increased and that this special field of work will develop more along the lines of probation, indenture, and segregation of the feeble-minded, psychopath, and epileptic; training in this work, however, dovetails into other phases of social service where the demand is enormous for trained and adaptable workers.

Reading

I WOULD suggest that the best schools for social workers and their libraries be generously consulted, and that one focus one's studies on the larger field of social and economic reform of which prison work is but a reflection.

THE SCHOOL VISITOR

BEATRICE G. LAMBRECHT

Vocational Advisor, North High School, Minneapolis, Minnesota

Description of occupation

THE school is no longer concerned merely with the academic instruction of the young people committed to its care. More and more responsibilities are being thrust upon the school in order that it may turn out the highest possible type of citizen.

School nurses and doctors have been added to study the child who is physically unfit; psychologists are examining the needs of children mentally disqualified. Special classes in sight-saving and speech-improvement, work with blind and deaf children, malnutrition clinics and open-air schools are all signals of the changing times. Still there is a large group of pupils who need individual treatment. The children who are difficult in conduct and those whose scholarship is poor, not because of mental deficiencies, but possibly owing to some home condition with which the teacher is not familiar, require special attention. If the proper adjustment is made early enough, serious difficulties may be averted, which means a saving not only to the individual, but to the State as well.

In order that the school may reach out into the homes and learn conditions there, the positions of school visitors or visiting teachers, as they are frequently called, have been established. The work of the school visitor is not essentially new. Home and school visiting have been done ever since the days when the teacher "boarded 'round" with the families of her pupils. The complications of present-day educational systems and the crowded schools in most communities make the regular classroom teacher already overburdened, and necessitate the services of a trained worker who is familiar with the social agencies of the city and who has been trained in the methods of social case work. Work with the individual children often requires numerous visits for which regular teachers have neither the time nor training.

The school visitor goes into the homes of children showing first symptoms of falling below the school standard in scholarship, conduct, or attendance, and establishes friendly relations with the families and attempts to discover the cause of the child's trouble by finding out home conditions, the attitude of the parents toward the school, and the child's difficulties or grievances which may be interfering with progress at school. Possibly she may find that the child in question has too much housework to do, that he needs more recreation, that he works after school, or that his companions are a bad influence.

The visitor is the interpreter between the home and the school. It is her business to interpret the school to the parents and gain their coöperation. Equally important, she brings back to the school a report of home conditions, so that the teacher may better understand the child's interests and difficulties.

A visit to the home often reveals many needs which if followed up leads the visitor to the doors of many public and private institutions. It is her business to draw upon the resources of the community to supply what is needed in order to adjust the problems of the child in her care. The visitor may enlist the interest of a Boy Scouts leader, a vocational counselor, a playground director, a librarian, the Red Cross, a visiting nurse, the Associated Charities, or a tutor. Employment may be found for the father or an older brother, or the child may be transferred to another school where the type of vocational education which he needs may be obtained. One visiting teacher in a foreign section realized that the mothers were having difficulty with American cooking, and as a result the children were undernourished. She organized a class of cooking for the mothers and obtained the services of a dietitian to instruct them. It is the business of the visiting teacher to make the individual adjustments necessary so that an early withdrawal from school is prevented.

Not only must the visitor be the interpreter between the homes of individual children and the school, but she must bring back the report of conditions in the neighborhood where the school is located. She must understand the social and industrial life of her district and report to the principal the needs, so that the school curriculum may be made flexible enough to satisfy the children.

The visiting teacher must not be confused with an attendance officer or probation officer. Her work is entirely preventive. She is the mutual friend of children and parents. It is essential that she be a member of the school staff where she is regarded as a consultant on problematic children.

Preparation necessary

SUCH training as this work requires has not yet been offered students in colleges or training schools for social work. Because of the go-between nature of her work, the visitor must have the qualifications necessary for the regular classroom teacher and in addition must be trained in social work. It is extremely desirable that she have at least one year of actual teaching experience so that she can know the problems of the teacher at first hand. In addition, she must have been trained in the methods of social work. A general college course in sociology is not sufficient. Field work with an Associated Charities, juvenile court, or child-welfare agency is essential. A post-graduate course of one year in a school of social work, such as the New York School of Social Work, or the Chicago School of Civics and Philanthropy, is extremely desirable. A number of universities and colleges are establishing these practical training schools for social work.

The undergraduate contemplating entering visiting teacher work should elect courses in general sociology, psychology, and economics, and such special courses in child psychology, mental testing, and community problems as her college may offer. While getting her teaching experience she should study the leakage from the school in which she is located, child labor in the community, the opportunities for recreation, and the social agencies interested in children. This information will be extremely valuable when she takes her intensive training in social work.

Qualifications

It is necessary that the person going into school visiting should understand human nature, and be able to deal effectively with adults as well as children. Above all, she must be resourceful in order to see the way to solve difficulties, and she must have the ability to make constructive social and educational suggestions. The work requires patience, enthusiasm, and a hopeful philosophy, as a school visitor is apt to see many wrong conditions which will take a long period of time to change.

Advantages and disadvantages

The great joy in the work is in its variety and in its endless possibilities for creative work. As yet, the field of the visiting teacher has not been limited and defined so that she is not bound by past traditions. New paths and ways are open to her. Usually the principal allows her to do whatever she considers necessary for the welfare of the children. Free from the routine of the class teacher, the programme of her work is arranged to meet the needs of the day. Necessarily a great deal of her time is spent outside the school building. There is considerable adventure in the work of the visitor. She never knows what conditions or experiences confront her when she makes a home visit. Incidentally it should be mentioned that no other representative of any public institution receives the reception in the home that greets the school visitor. Most schools are respected by the parents of the pupils and the visit of a school official is an "occasion." Coming from the school she has a most natural approach to the home and the parents appreciate the interest implied by the visit. Because she is dealing with children before they have become social "cases" visiting teaching is about the most hopeful type of social work.

The hours required are usually similar to the regular teacher's, although the necessity for many evening visits, in order to find the parents who work during the day, necessitates an irregular programme.

Extent of occupation

Visiting teacher work began informally in two Eastern cities in 1906 as a settlement activity. In some cities the work has been initiated by parents' associations, public education associations, or child-welfare organizations, and later has been taken over by the school board after the value of the work has been demonstrated. In other cities the school board has undertaken the work from the beginning. In New York City the Public Education Association and the Board of Education both have visitors working in the schools. The ideal arrangement is to have a visitor on the staff of each school, but the lack of funds sometimes compels a visitor being assigned to more than one school. Boston has a number of visitors who work in connection with settlements or other private organizations. In Rochester and Mount Vernon, New York, Springfield, Massachusetts, Montclair, New Jersey, Minneapolis, and Los Angeles, the departments of education have introduced the work, while in Philadelphia, Hartford, Baltimore, Columbus, and Chicago the work is carried on under psychological clinics or child-welfare agencies.

The visiting teaching movement is bound to grow because the school is going to be compelled to take more and more social responsibilities toward its children, and the value of the visitor's contribution to its social efficiency will be recognized. The school visitor's work is only one of the humanizing movements which are helping the school to perform the functions which belong to it as a child-welfare agency.

Financial return

When the work is under the school board, the pay of the visiting teacher is usually according to the schedule of the regular teacher. The average remuneration is from $1200 to $1500, but it varies from $900 to $2000.

Suggested reading

U.S. Department of Labor, Children's Bureau. Children's Year Leaflet No. 11. Bureau Publication No. 55.

"The Visiting Teacher in New York City" — Harriet M. Johnson. Published by the Public Education Association, 8 West 40th Street, New York City.

"The Function of the Visiting Teacher" — Jessie L. Louderback. "Survey," May 10, 1919.

"The Visiting Teacher" — Cornelia Swinnerton. "Survey," June 14, 1919.

Annual Report of Superintendent of Schools, New York City, 1914–15 and 1916–17.

SOCIAL SERVICE

AN OUTLINE, PREPARED BY EDITH SHATTO KING

National Social Workers' Exchange, New York City

SOCIAL WORK

(*Occupational Groups*)

SOCIAL CASE WORK (Work with individuals)

1. Child Welfare
2. Church Visiting
3. Family Case Work
4. Medical Social Work
5. Occupational Therapy
6. Probation, Protective, Parole and Prison Work
7. Public Health Nursing and Visiting
8. Psychiatric Social Work
9. School Visiting
10. Visiting Dietitian
11. Vocational Guidance (in educational institutions only)

SOCIAL GROUP WORK (Work with groups)

1. Americanization
2. Community Work
3. Community Center Work
4. Club Work (Boys' and Girls')
5. Playground
6. Recreation
7. Settlement

SOCIAL REFORM WORK (Work with people as a mass)

1. Civic Work
2. Housing Work
3. Legislative Work
4. Publicity and Finance
5. Public Health Work
    a. Nursing

  - b. Social Hygiene Work (also Social Case Work)
  - c. Anti-Tuberculosis Work
  - d. Child Hygiene Work

SOCIAL RESEARCH WORK (The discovery and use of facts)

1. Investigational Work (for Industrial Investigation see "Industrial")
2. Research Work
3. Survey and Exhibit Work
4. Statistical Work

INDUSTRIAL WORK

1. Employment Work — Private and Public
2. Industrial Research Work
3. Factory Inspection
4. Personnel Work
    - a. Employment
    - b. Health and Hygiene
    - c. Safety
    - d. Social Activities (which may be some form of Social Case Work or Social Group Work or both)
    - e. Training
5. Reform and Legislative Work

SPECIALTIES (which may be used in social organizations)

1. Agricultural Work
2. Community Song Leading
3. Dramatic Work
4. Eugenics
5. Financial and Publicity Campaigning
6. Home Economics Work
7. Institutional Work
    - a. Administrative Heads
    - b. Matrons
8. Knowledge of Languages
9. Legal Work
10. Mental Testing

11. Nursing
12. Medical Work
13. Psychology
14. Psychiatry
15. Registrars' Work
16. Secretarial Work (involving a knowledge of Stenography for Work in Social Organizations)

There are or may be Executives, Organizers, Propagandists, Field Workers, Publicity and Financial Workers, Research Workers, Teachers, Rural and Urban Workers in all of these groups. The agencies in which social work is done may be either publicly or privately supported.

MINIMUM TRAINING FOR SOCIAL WORKERS RECOMMENDED AS DESIRABLE

I. College education or its equivalent. Desirable preparation in the undergraduate work looking toward vocational training includes courses in:

1. Social Economics
2. Political Science
3. Biology
4. Psychology

It is assumed that there will be good training in the use of English.

II. Vocational Training should include at least one year's work in a professional school which should include courses in Statistics, Social Case Work, Community Work, and a substantial amount of supervised Field Work.

TRAINING SCHOOLS FOR PROFESSIONAL SOCIAL WORK (which are members of the Association of Training Schools for Professional Social Work)

Boston School of Social Work, 18 Somerset Street, Boston, Massachusetts.

Carola Woerishoffer Graduate Department of Social Economy and Social Research, Bryn Mawr College, Pennsylvania.
Department of Social Work, Carnegie Institute of Technology, Pittsburgh, Pennsylvania.
Chicago School of Civics and Philanthropy, 2559 Michigan Avenue, Chicago, Illinois.
New York School of Social Work, 105 East 22d Street, New York City.
Ohio State University, Columbus, Ohio.
Pennsylvania School for Social Service, 1302 Pine Street, Philadelphia, Pennsylvania.
School of Social Work and Public Health, 1112 Capitol Street, Richmond, Virginia.
The Missouri School of Social Economy, 222 Locust Street, St. Louis, Missouri.
Smith College Training School for Social Work, Northampton, Massachusetts.
Philanthropic Service Division, School of Commerce and Administration, University of Chicago, Illinois.
Training Course in Civics and Social Work, University of Minnesota, Minneapolis, Minnesota.
Department of Social Service, University of Toronto, Canada.
Western Reserve University, Cleveland, Ohio.
Training Course in Civics and Social Work, University of Pittsburgh.

THE SOCIAL SETTLEMENT WORKER

EVA WHITING WHITE

Director, Elizabeth Peabody House, Boston

Description of work

The social settlement is dedicated to neighborhood life. Those who live within its four walls identify themselves with every interest that may affect the welfare of the people of the district. The social settlement stands ready to help men, women, and children. It may be that a better job is needed or that educational opportunities should be increased and boys and girls assisted to take advantage of the same. Further, the settlement endeavors to arouse local residents to regenerate their own surroundings by insisting that homes have light and air; that streets are properly cleaned; that children are provided with places in which to play; that health codes are put into action; that thrift is understood; and, finally, that all that there is in friendliness is an accepted neighborhood characteristic. Citizenship values are constantly interpreted and are fundamental in the programme.

The social settlement is usually situated in a congested, working-class district. Many settlements are surrounded by the foreign-born. During the last forty years the settlement has made distinctive contributions in the way of making known the strength of our different racial groups and in standing for that elemental power which is constantly rising from the supposedly submerged ranks to make its contribution to society. The settlement has done pioneer work in district nursing, industrial education, in support of legislation to protect women and children, in housing reform, and in the field of recreation, and its workers are to be found in many lines of public service.

The motives mentioned above are interwoven through a series of activities which are carried on in settlement houses as follows: baby hygiene stations, health clinics, evening dispensaries, kindergartens, gymnasium and athletic classes, story-telling, home-making classes, social classes, men's clubs, women's clubs, music and art groups, instruction in English, neighborhood theaters and lectures. The activities are many and diversified and every age is served. Reciprocal relations are brought about through neighborhood calls that deepen and make real the human ties that unite us all in spite of differences of experience and of contacts.

Preparation necessary

To become a staff worker in a settlement it is advisable to take the training offered in one of the various schools for social work. The courses are graduate courses. The length of the same is one year with the opportunity of a second year of highly specialized work. In preparation for this advanced training it is wise for an undergraduate to major in sociology, economics, political science, industrial history. The following schools are among those offering training in social settlement of community organization: New York School for Social Work; Chicago School of Civics and Philanthropy; Sage Foundation Building, East 22d Street, New York; Richmond School for Social Work, Richmond, Virginia; Boston School for Social Work, 18 Somerset Street. A community organization course is also given at Bryn Mawr and certain scholarships are offered for the same. Smith College, too, is training for social service in this field.

Supply and demand

THE demand for skilled community workers is far greater than the supply and with the growing emphasis in favor of preventive efforts and self-action on the part of groups, the working with, and not for, people, the openings for persons of the right caliber are bound to increase rapidly. Those who enter forms of neighborhood work can become specialists in industrial legislation, housing, vocational guidance. They can serve the city, State, and Nation as members of commissions or become department heads in settlements or executives in some of the large community enterprises like organization of rural districts.

At present there are over 2000 workers in the settlement field as such, to say nothing of the many who are in somewhat similar forms of neighborhood work. The movement known as the extended use of school buildings, or the community center movement, is growing and will demand many hundreds in the next ten years. The spread of the playground and recreation movement will also add to the demand. All over the country, city after city is adding community workers to the corps already engaged in philanthropic effort. The West and South are fertile fields as those sections are not as highly specialized as the North and East.

Financial return

THE minimum salaries to-day are $1000. Salaries are steadily rising, however, to the maximum of $5000.

Qualifications necessary for success

A SUCCESSFUL neighborhood worker must above everything else be a real human being, i.e., the kind of person who gains the confidence of others and who has a general liking for folks. The vitality of health, the courage to stand by conviction, the analytical power to weigh and to balance facts and to get at cause and effect, an even temperament, the power to work on the basis of a five-year aim are prime essentials.

Probably no line of social or civic endeavor gives to those who are engaged in it a wider range of contact with rich and poor, American-born and foreign-born, youth and old age, than settlement work, nor leads into a more intimate understanding of the inner aspirations of the individual. To one who is creative, to one who has something of the make-up of the novelist combined with belief in the average man, the social settlement opens up a field of indescribable opportunity.

Disadvantages and advantages

THE disadvantages of settlement work to many are that those who adopt it live away from their homes in a type of community different from that to which they were born. This often entails a certain kind of adaptation which to some is trying. The life is exciting, as one is constantly surrounded by people, and unless a great deal of self-control is used, the normal amount of personal repose and the need that every one has for being alone is apt to be infringed upon. There is also the tendency to keep too continuously at local tasks and to cut one's self off from one's own circle of friends. Vacations, however, are generous as compared with other forms of social work, and the stimulation of variety of effort compensates for much that is necessarily enervating.

Suggested reading

Any one who is interested in the growth of neighborhood enterprises should read:

"Canon Barnett, His Life, Work, and Friends" — By his Wife.
"Neighborhood Guilds" — Stanton Coit.
"Hull House Maps and Papers" — Jane Addams.
"Twenty Years at Hull House" — Jane Addams.
"The Spirit of Youth and the City Streets" — Jane Addams.
"The City Wilderness" — Robert A. Woods.
"Americans in Process" — Robert A. Woods.
"Motives and Results of the Social Settlement Movement" — William I. Cole.
"The House on Henry Street" — Lillian D. Wald.

WORK WITH IMMIGRANTS IN NEW YORK STATE

CLARA B. SPRINGSTEED

Assistant Supervisor of Immigrant Education, University of the State of New York

Description of occupation

The work which is being carried on with immigrants falls under two main headings, educational and social. It aims to help the foreign-born to discover himself and to develop his own possibilities, to show him the best that America has to offer, and to assist him in acquiring that best.

The educational phases of it are being directed and supervised by State and local boards of education, and by organizations such as the Y.M.C.A., National Catholic War Council, Amalgamated Clothing Workers, and the American Federation of Labor. Many volunteer agencies are also assisting State and local boards of education in carrying out their programmes. The social and recreational sides are being developed mostly by semi-official or non-official organizations such as the American Red Cross, the American Legion, the Community Council, and the Federation of Woman's Clubs.

Preparation necessary

Because this work demands unusual resourcefulness, sympathy, tact, intelligence, and enthusiasm, it requires very extensive training. As a minimum one should have completed a four years' college or university course with special emphasis upon economics, sociology, psychology, European history, and modern languages. The languages chosen will depend upon the racial group or groups among which the student expects to work. In addition to this she should have an intensive course in racial backgrounds, racial characteristics, organization of communities for work with immigrants, and methods of teaching English and civics. Such courses vary in length from fifteen sessions of two hours each, as given by the New York State Department of Education, to a full semester's course as at Syracuse University, or a full year's course as at Columbia University.

All positions as directors, supervisors, organizers and teachers of classes for immigrants under the State Department of Education are subject to civil service requirements, and appointments are made by the State educational authorities from lists submitted to them by the State Civil Service Commission. According to this system advancement from one position to another is by examination.

Financial return

Teachers receive $1500 a year, organizers $1800 to $2000, directors $2400, supervisors of factory classes and of home classes $2400, assistant supervisors $3000 to $3500, and supervisor $4250.

Qualifications

THE qualifications desirable for success besides those already mentioned are health, poise, sense of humor, power to inspire confidence, and sincere friendship.

Advantages and disadvantages

IF one is genuinely interested in the worth of the individual, in human beings as *human* beings, in converting helplessness, hopelessness, self-distrust, and conscious incapacity into power, courage, and self-reliance, in the reduction of class and racial prejudices, in a square deal for *all*, then the work with immigrants will bring rare joy and satisfaction.

It brings one into association with all classes, races, and creeds, and, because of its popularity with every kind of man and woman from the richest to the poorest, the most radical to the most conservative, the most intellectual to the most ignorant, it is unusually large in scope. It is above all a *human* job and depends upon personality and *personal* relationships.

Its demands upon the worker are unlimited. There are no set hours for the work and no limit to the time to be spent. One has to be willing to sacrifice one's own social engagements in order to gain the larger happiness which comes from unstinted giving of one's self to the cause.

Its very magnitude is appealing to the average college girl of ideals and enthusiasm. Her age is one undimmed and undiminished by harsh contacts and disillusionments. The very fact that she, like Faust, desires the impossible makes her an inspiring leader.

Extent of occupation

THERE are in New York State about 1271 classes for immigrants, with 17,718 enrolled. This number does not include all the classes for immigrants in public evening schools. It represents only those classes in public schools which are under the supervision of our workers and includes also classes in factories, hotels, neighborhood and settlement houses and homes. That we have only begun to touch the edges of the work is quite apparent. We have only about seventy-five people giving full time to it, and yet New York State has the largest percentage of illiteracy of any State in the Union.

WORK WITH THE MENTALLY DEFECTIVE

The Clinical Psychologist, Social Worker, Teacher and Physician, and all Work with Cases suspected of Mental Defect

JESSIE M. OSTRANDER, M.A.
Massachusetts School for Feeble-Minded

CLINICAL PSYCHOLOGIST

Description of occupation

The work of the clinical psychologist is (1) to examine the patient making objective measurements of his general and special abilities (using standardized tests), and making subjective judgments of his abilities from his appearance and behavior and from the history of the patient and his family, and the physician's report of his physical condition; (2) to give a diagnosis of the patient if his abnormality lies in the realm of mental defect or superiority, or refer him to a medical clinic if his difficulties lie in other lines; (3) to estimate his probable progress; and (4) to advise treatment — educational, environmental.

The actual work done in institutions and in connection with hospitals, institutions, courts, and schools usually consists of the work outlined above. The case often is studied by an examining staff which may consist of a physician, social worker or historian, and a psychologist. The diagnosis and advice is then given by this staff in conference. Psychologists working in institutions have an opportunity to watch the progress of the patients under new conditions; and to reëxamine them from time to time. There is also an opportunity to study the characteristics of different types of defect, *en masse.* The amount of experimental work done in proportion to the routine examinations depends on the liberality of the individual organization and the initiative of the individual worker.

Clinical psychologists are employed in making surveys of communities. The character of this work depends on the purpose of the particular survey and cannot be generally defined.

Preparation or training necessary

THE American Psychological Association in 1919 adopted a resolution approving the standard set in the Wisconsin Law of 1919 which reads as follows: "No one shall be recognized as a clinical psychologist, unless he or she has completed graduate work in psychology to the doctorate in psychology, including work in psychiatry and neurology."

New York State defines a clinical psychologist, in the Mental Deficiency Law of 1919, as "one who has had two full years of post-graduate study in psychology at an incorporated college or university."

The standards vary in other States.

Many people who have not the requirements mentioned above are employed in institutions and clinics to make psychological examinations. These examiners have to work with a physician or psychologist who is so qualified, and the diagnosis and advice have to be given by this physician or psychologist.

There is at present no standardized list of courses of study which are required, though the following are some of the courses which have been suggested:

"1. Certain preliminary courses to be pursued by all kinds of applied psychologists, including the usual undergraduate and graduate courses in general, functional, genetic, educational, physiological, and experimental psychology, mental and anthropometric tests, child study, biology, human anatomy, physiology, and hygiene.

"2. Special courses in clinical psychology, including a detailed study of the psychological methods applicable in individual examinations and the practical examination of at least two hundred cases. In addition, an institutional internship of one year affording opportunity for the many-sided first-hand observation and study of the feeble-minded, epileptic, and insane is recommended.

"3. Certain preliminary pedagogical courses, including particularly a study of standardized educational tests and scores, a study of primary methods of teaching, especially the methods of teaching reading, spelling and number and the methods of kindergarten, and courses in school supervision and educational sociology.

"4. Courses dealing with the psychology and pedagogy of the various types of mental deviation of anomalies met with in school children, including backwardness, feeble-mindedness, visual aphasia and dyslexia, reading, writing, and number defects, sensory defects of the eye and ear, speech handicaps, delinquency, etc.; courses dealing with the curriculum for special and ungraded classes, including practical courses in the various types of handicraft to be offered feeble-minded and backward children. These courses should include the observation of the teaching of various types of defective children. It would be well if a certain amount of cadet or practice teaching could be included with selected cases.

"5. Social pathology, including a study of the social, vocational, and criminal aspects of mental deficiency and defect.

"6. A minimum amount of medical work, including courses in physical diagnosis, pediatrics, nose, throat, eye and ear disorders, orthopedics, mental deficiency from the physical point of view, and neurology and psychiatry (particularly the nervous and mental disorders of children)." [1]

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[1] J. E. W. Wallin, "The Field of the Clinical Psychologist and the Kind of Training needed by the Psychological Examiner," *School and Society*, April 19, 1919, p. 469.

"Undoubtedly, much the best personal equipment is to be found in the combination of medical, including clinical training, with previous instructions in normal psychology, and actual experience in studying abnormal mental types." [1]

Dr. Walter E. Fernald says that several months of actual handling and contact with the feeble-minded in an institution (for instance as an attendant), followed by the graduate courses given by the best universities for the training of clinical psychologists, makes an excellent equipment for work with the feeble-minded.

There seems to be a unanimous opinion that training requires three years of post-graduate work, one of which may be spent in research or internship.

Opportunity for advancement

THE opportunity for advancement for the clinical psychologists as defined above, is unlimited. They may work in institutions, courts, schools, clinics for research, and all kinds of organizations that handle human problems, where mental defect is involved. The opportunity for advancement for "testers" without this equipment is very small. They are usually employed in institutions at small salaries. They work under the direction of some one else, and through lack of insight their work becomes routine drudgery.

Financial return

SALARIES for psycho-clinicians are $2000 and up. Salaries for partially trained workers, i.e., those who have a master's degree in psychology, but have not yet acquired their doctorate, are $1200 and up.

Qualifications

THE best clinicians have a personality that inspires the confidence of the patient and brings out their best efforts; at the same time the clinicians judge the reactions of the patient coolly and without sentimental bias. Some have such traits, some acquire them, some never can acquire them.

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[1] William Healy, *The Individual Delinquent*, p. 57. Little, Brown & Co. (1915).

Advantages and disadvantages

The contacts and confinement depend entirely on the individual position, its geographic location and the personnel of the staff. It is a human problem throughout and full of human interest.

Supply and demand

At present the demand for clinical psychologists is greater than the supply and it is increasing more rapidly than the supply. As more and more States follow the example of Massachusetts in providing for a traveling clinic to examine cases all over the State, the demand must increase.

SOCIAL WORKERS

The work of the social worker who deals with mental defect may be in one or both of the following fields:

The first is to contribute to the diagnosis the history of the life of the patient up to the time of examination, and an investigation and appraisal of the environment from which the patient comes.

The second is to investigate the social and economic environment into which patients are discharged or placed on trial, and to supervise the life of the feeble-minded in the community. The work may be done in connection with an institution for the care of the feeble-minded, a school, court, or a charity organization.

Schools for social service are including in their courses of training some instruction concerning the care of the feeble-minded. Comprehension of the feeble-minded problem, gained through classroom study or experience in teaching or handling feeble-minded in schools or institutions, is very useful.

Probably the best training now available is the training given psychiatric social workers, such as the courses given at Smith College Training School for Psychiatric Social Workers. Here classroom work is given in the summer terms and practice work between the summer schools. This course is not designed especially to train workers for work with the mental defectives, but it is designed for training the students to handle all kinds of mental disorders, and has special courses dealing with children and child welfare and industrial welfare.

Such schools as the School of Philanthropy in New York and the School for Social Work in Boston offer training. To such training should be added experience gained by dealing with defectives in their daily life.

The preliminary undergraduate courses would be the usual courses in sociology, economics, psychology, and child study.

The whole training should take more than one year postgraduate work. Some of the time, however, should be spent in practice work. There are a few positions open to mature experienced women who are not college graduates. Such women, however, need to spend some time in special study of the feeble-minded in order to make their work most effective.

There is opportunity for advancement in the field, but it is hard to estimate as it is so new. At present few organizations employ more than one worker and there are few heads of social service departments which deal largely with feebleminded.

Financial returns are from $1200 to $2000.

The social worker in this field must have unlimited skill, sympathy, patience, persuasive powers, inasmuch as not only the patient, but the family with which she deals often has difficulty in comprehending the situation.

The work is largely out of doors, traveling. The worker meets many people of all kinds; employers, employees, people of the church and people of the streets.

There are no available statistics on supply and demand. The demand for good, well-trained, social workers far exceeds the supply.

TEACHERS

The teacher with good normal-school training and the patience to deal with slow-moving minds makes a good teacher for defectives.

There is no special training required, although any additional study of mental defect is useful.

The financial returns are from $100 to $300 a year more than those of the regular grade teachers.

PHYSICIANS

Positions dealing with the mentally defective are open to physicians who have not had any further training than their medical training. To the physician who has graduated from a good medical school with as much additional work in neurology, psychiatry, and psychology as possible, and who has had general hospital experience and experience in an institution where one comes in close contact with defectives, there is a growing field of usefulness.

Suggested reading

"Feeble-Mindedness; Its Causes and Consequences" — H. H. Goddard. The Macmillan Company, 1914.

"Psychology of the Normal and Subnormal" — H. H. Goddard. Dodd, Mead & Co.

"The Development of Intelligence in Children" — Alfred Binet and Th. Simon. Translated by Elizabeth S. Kite. Publications of the Training School at Vineland.

"The Intelligence of the Feeble-Minded" — Alfred Binet and Th. Simon. Translated by Elizabeth S. Kite. Publications of the Training School at Vineland.

"The Measurement of Intelligence" — Lewis M. Terman. Houghton Mifflin Company.

"Education of Defectives in the Public Schools" — Meta Anderson. World Book Company.

"Brightness and Dullness in Children" — Herbert Woodrow. J. B. Lippincott Company.

THE WORKER WITH GIRLS WHO ARE MISFITS

MABELLE B. BLAKE

General Secretary, Boston Society for the Care of Girls

Description of occupation

THE worker comes in contact with the girl who through misfortune or adverse circumstances needs re-education in her home, in her school, or place of employment, and in the community. Her lack of opportunity may have resulted in delinquency, sex offenses, waywardness, stubbornness, and she usually presents a difficult problem.

There are various types of work for the one dealing with these girls.

There is the investigator, to whom the problem comes for diagnosis. She makes a thorough study of the girl as to her social, physical, and mental background in order to determine just what readjustment she needs. The investigator must gain the knowledge of her mental capacity and know thoroughly the community in which she has lived in order that she may understand the reason for the standards which the girl may have.

There is the "follow-up" worker who has the responsibility of supervising the girl. This may begin in the girl's own home or in a carefully selected family. Supervision means visiting the girl in the home as often as her needs require, watching her physical and mental development, adjusting her in school or employment and planning her leisure time. It also means keeping in touch with the girl's parents, hoping eventually that she may return to her own family.

There is the policewoman who works either under the superintendent of police or she may be connected with a separate bureau working in close coöperation with the police force. The policewoman often patrols the streets to get in touch with the young girl who is just beginning to be wayward. She also protects her in the court when necessary.

Again there is the woman probation officer to whom is assigned for care and supervision the girls who have been in court, but who the judge believes can remain in the community if given the proper care.

There are also the workers with girls in disciplinary institutions who help in the academic and industrial training and in the character-building of the girl.

Preparation necessary

Regardless of the type of work it is desirable that the worker should have a college education. She should take courses in physiology, economics, psychology, social psychiatry if possible, sociology, and one which will give her some idea of community problems. After leaving college she should preferably take a year's course in a school of social work, such as the New York School of Social Work, the Chicago School of Civics and Philanthropy, or the Boston School of Social Work. Sometimes, however, the student may get her training with an agency dealing with girl problems. This takes at least a year and is not so desirable as the school which includes both technical and field work.

If an undergraduate is interested, it is most advantageous for her to spend some time in the summer with an organization working with girls. This not only gives her contact with the work, but also an acquaintance with people who are specialists in the field.

Opportunity for advancement

There is opportunity for advancement. One can eventually be an executive if she is capable.

Financial return

At the present time of writing salaries are variable and there is no fixed scale. College graduates with a year's course at one of the schools can begin on a minimum of $1200. To the college graduate who receives her training with an agency there is no financial remuneration during the training, but at the end of the year she may receive $1200. The probable maximum for an executive is $3500.

Qualifications

A pleasing personality is an essential qualification for success. She should have good health and be able to stand physical strains. The worker should also be sympathetic yet positive, optimistic, sincere in purpose, and she must have a keen sense of humor. She should know how to "play," be flexible, and radiate the qualities which she hopes to inculcate within the girl.

Experience in the field will bring more skill in the handling of the individual problem. Experience will also enable the worker to be better able to study character and environment and get a better understanding of the individual.

Advantages and disadvantages

The advantages are great. The worker is constantly dealing with human beings, no two problems are alike, and she has abundant opportunity for character study. She often realizes that she is giving many girls their first chance in life for "making good." The work also takes the worker out of doors the greater part of the time.

The work has its disadvantages. The hours are sometimes long and for the policewoman night work is essential. The work at the court is trying and there is both a mental and physical strain in dealing with so many serious problems.

Supply and demand

All over the country there is a growing demand for workers to help with the girl who is a misfit. At the present time the demand far exceeds the supply and the future will bring even greater opportunities.

Readings

The following books are suggested:

"The Neglected Girl" — Ruth S. True. Russell Sage Foundation.

"Juvenile Courts and Probation" — Bernard Flexner, Roger N. Baldwin. Century Company, New York.

"The Delinquent Child and the Home" — Breckinridge and Abbott. Russell Sage Foundation.

SPECIALISTS

THE FOREIGN TRADE RESEARCH WORKER

ELLEN B. LEWIS

Foreign Trade Bureau, Guaranty Trust Company, New York City

Description of occupation and preparation necessary

THERE is no royal road to success in foreign trade, although there is no reason why women may not satisfactorily cope with men in this work. The requisites are a good common-school education, a knowledge of the principles of economics, psychology, business practice, an observing mind, and lots of imagination. A reading knowledge of several languages is helpful and in most cases essential. Many courses on foreign trade are now being offered throughout the country; for instance, in Georgetown University, in Columbia University, in fact in most of the larger universities and colleges of the country, and in the Y.M.C.A.'s of the larger cities. As most of these courses have been instituted within a very short time, it is too early to predict how much they offer improvements over a good, well-rounded college course. The studies elected in such a course should include two or three languages, with practical translations of business idioms, economics, psychology, a little commercial law if possible, history, and current events. With this as a foundation a woman possessed of imagination and an analytical mind will be able to secure her post-graduate work in her job, where there are infinite opportunities for advancement.

Opportunity for advancement

THE opportunities in the line of foreign trade lie in what is academically called research work. During the course of a single day a research worker may be called upon to answer as many questions, and frequently as foolish ones, as are answered at the information desk of a large railway. These questions include studies of economic conditions in specified countries, surveys of foreign markets looking to the introduction of certain commodities, statements of the formalities with which American houses will have to comply before they may establish branches abroad, credit terms prevalent in specific markets, trade-mark and patent laws, tariff regulations, advertising media abroad, commercial travelers' regulations, electrification of railways, the development of native industries which may shut American houses out of well-developed markets, competition, and many other subjects too numerous to mention.

Advantages and disadvantages

I CAN imagine no work in which there is less monotony and rigid routine. To develop proper sources of information and to keep abreast of market conditions both here and abroad, the worker must constantly make new acquaintanceships and meet people of every race and creed and every line of business. There is much hard work, and when business is active inquiries may pile in at such a rate that the worker may become hard-pushed for expression.

Financial return

THE financial return varies with the employer and employee with as great a variation as in the teaching profession. As in the teaching profession also there is a tendency among employers to raise the minimum salary so as to provide more nearly adequate compensation to the worker who must study constantly and buy many books and periodicals for the furtherance of her efforts.

Supply and demand

AT the present time there is more and more demand for trained, that is, experienced, workers in the line of foreign trade investigation. This demand comes mostly from trade organizations, banks, and commercial houses seriously interested in expanding their business into foreign countries. These bodies are usually situated in the larger ports, such as New York, San Francisco, Seattle, Boston, Philadelphia, and New Orleans, although such cities as Chicago, Cleveland, Buffalo, and even much smaller towns situated far inland, may prove a source of demand.

Suggested reading

"New York Journal of Commerce."
"British Board of Trade Journal."
"Canadian Weekly Trade Bulletin."
"Weekly Bulletin" of the Philadelphia Commercial Museum.
"Bulletin" of the Pan-American Union.
"Lippincott's Gazetteer."
A good atlas — Phillip's suggested.
Exporter's Encyclopedia, with corrections published in "Export Trade and Exporter's Review."
A good commercial geography; either J. Russell Smith, E. V. D. Robinson, or S. Trotter.
"Customs Tariffs of the World" — Kelly.
"Practical Exporting" — B. Olney Hough.
"American Foreign Trade" — Charles Pepper.
"Theory and Practice of International Commerce" — Archibald J. Wolfe.
"Principles of Foreign Trade" — Norbert Savay.
"Foreign Exchange Explained" — Franklin Escher.
"Eastern Exchange, Currency and Finance" — W. F. Spaulding.
"Foreign Exchange" — A. C. Whitaker.
"Foreign Exchange" — Thomas York.
"Exporting to Latin America" — Ernest B. Filsinger.
"Selling Latin America" — William E. Aughinbaugh.
"Export Trade Directory."
"Kelly's Directory of the World."
"Thomas's Register."

Government publications:

Commerce Reports.
Commerce and Navigation.
Monthly Summary of Foreign Commerce of the United States.
Trade of the United States with the world, Exports — Mis. Series 78.
Trade of the United States with the world, Imports — Mis. Series 78.
South America as an Export Field, Special Agents Series 81.
Central America as an Export Field, Special Agents Series 113.
West Indies as an Export Field, Special Agents Series 141.
Investments in Latin America and the British West Indies, Special Agents Series 169.
Factors in Foreign Trade, Miscellaneous Series 7.
Export Trade Suggestions, Miscellaneous Series 35.
Selling in Foreign Markets, Miscellaneous Series 81.
Commercial Handbook of China (2 vols.), Miscellaneous Series 84.
Exporting to Australia, Miscellaneous Series 45.
Consular Regulations of Latin America, Tariff Series 24.
Registration of Trademarks in Latin America, Tariff Series 31.
Commercial Travelers in Latin America, Tariff Series 35.
Paper Work in Export Trade, Miscellaneous Series 85.
Russian Coöperative Movement, Miscellaneous Series 101.
Export Trade Suggestions, Miscellaneous Series 35.

THE GENEALOGIST

JESSIE FREMONT EMERY

Description of occupation

GENEALOGY is the science of family lineages and the methods used in their compilation. This occupation is now considered a profession.

It consists in the enumeration of ancestors and their descendants in the natural order of succession. To be accepted as authentic, such enumeration must be verified by proofs, whose resources cannot be questioned. The research which establishes genealogical records with proofs is the work of the professional genealogist. The great historian, Thomas Carlyle, said more than a century ago, "There is a great deal more in genealogies than is generally believed at present." Time has proved these words a prophecy. Though at present no school offers special training along this line, the possibility of an early move in this direction has foundation. It may result in the establishment of chairs of history and genealogy in our colleges and universities.

Preparation necessary

Certain courses, elective in our higher institutions of learning, should enable one to begin the work intelligently. Such preparation should include a broad knowledge of history; especially a familiarity with the history of England and Holland three centuries ago, and the settlement and growth of the United States; a thorough knowledge of English and its correct use; the study of psychology, giving an insight into the processes of human thought; ability to understand and decipher compilations of records and documents, both civil and legal; knowledge of how to collect and classify facts into statistics; good penmanship, accurate and legible, is a requisite; skill in shorthand for personal interviews and ability to use the typewriter for final copies would prove an asset in time-saving.

Opportunity for advancement

The progress made in this profession rests largely upon the efforts put forth by the individual.

Financial return

The class and amount of work to be done determines compensation. Contracts are frequently made embracing months or years of research. Specifications in detail as to salary, expenses, and other items are carefully noted. The newspapers recently published the settlement of an estate in which the genealogist received $15,000 for services in determining the heirs at law. Work by the hour commands a rate of $1.50 or more. Traveling expenses and similar items call for a special charge in research work.

Qualifications desirable for success

Chief among desirable natural qualifications for success are the following: love of kindred and a sympathetic interest in human life; tireless patience and perseverance; active imagination, not erratic; sound and disciplined judgment; retentive memory and a conscientious regard to truth and thoroughness.

Tracing one's own ancestry is a wise suggestion for beginning. This gives experience and creates interest. One gains in skill, accuracy, and concentration with each new phase. The perceptions are trained to be keenly alive in discerning and tracing clues. Ability to reason from cause to effect is gained. It is advisable to refer information not obtainable to a specialist. This gives an insight into professional methods and serves as a model for future reference.

Advantages

Advantages are manifold. Materials required for correct records are scattered. Search must be carried on wherever records have been made by mankind. One must interview and correspond with kin of the present generation, bearing family names. Five years ago it was the author's privilege to travel over ten thousand miles in quest of genealogical data. Among the hundreds of kin met and interviewed in no instance can a lack of interest or coöperation be recorded. The results in establishing local centers of interest have been phenomenal.

The work demands intense concentration: hence it prohibits prolonged hours and close confinement. Five or six hours may be considered a day of sufficient length. In consulting records requiring possible eye-strain, a shorter period is advisable.

Extent of occupation — Supply and demand

Formerly the mass of genealogical data was compiled by persons of leisure in middle life who were termed "faddists." This wrong estimate of its importance was revolutionized by the advent of hereditary patriotic societies. The Sons (and Daughters) of the American Revolution and a score of others have added great impetus to historic-genealogical research. The long lists of membership in these societies testify to this fact as well as the wide range of locality interested.

In a recent catalogue of genealogies and books relating thereto a reliable firm published a list of nearly four thousand volumes. This gives added proof of the wide scope of interest: it also certifies to the large number of persons engaged in this field of work.

Reading

In 1844 the New England Historic Genealogical Society was formed in Boston. To these generous public-spirited citizens we are greatly indebted for its valuable carefully preserved records. Its extensive library is free to the public. One who wishes a familiarity with books pertaining to genealogy will do well to become intimately associated with this vast storehouse of information, either by correspondence or in person.

THE SPECIALIST IN LABOR LEGISLATION

IRENE SYLVESTER CHUBB

American Association for Labor Legislation

Description of occupation

Labor legislation is a specialized branch of a large occupational field. An ever-increasing number of organizations are being formed whose purpose, in whole or in part, is to apply the legislative method to various problems of social reform. The work of the Anti-Saloon League, the American Social Hygiene Association, the National Child Labor Committee, the National Consumers' League, the National Short Ballot Organization, the American Association for Labor Legislation, and similar organizations, in so far as it aims to secure reform through legislation is fundamentally alike. All these organizations require, in more or less specialized degree, an executive secretary, a membership or finance secretary, a research department, a bill-drafting department, a clerical department, a publicity department, field organizers, speakers and lobbyists. The qualities and technique needed for success in any of these functions are common to all organizations of this type. The difference lies in the specialized knowledge in which the particular organization is dealing. To "put across" prohibition necessitates knowledge of all phases of the liquor question past and present, pro and con. Similarly, to secure good labor laws necessitates knowledge of the history of labor and labor legislation, knowledge of the conditions which it is desired to correct and expert knowledge of the best way to apply the remedy.

Because many organizations in the legislative field are small, it frequently happens that the functions of research, bill-drafting, publicity, organization, etc., must, for financial expediency, be combined in one person. For this reason the most fortunate candidate for a position will be one whose inborn characteristics combine adaptability, initiative, tact, and personality with sound common sense. Possessing these talents an all-round college training emphasizing economics, writing, speaking, law, and an executive part in student organizations will be most helpful.

Preparation necessary

AFTER such general training as would be prerequisite to work with any of the social legislation agencies must come a certain amount of specialization. In preparing for work in labor legislation post-graduate work in a university is desirable. Wisconsin and Columbia Universities have inspired in many students a desire to take part in solving the labor problem. In addition there are many schools and universities giving courses in labor legislation of which perhaps the New School of Social Research in New York bears special mention. For those who can, a year in the London School of Economics under Beatrice and Sidney Webb would be well worth the effort, giving as it does an outlook on the labor problems of the Old Country.

Opportunity for advancement

THE opportunities for recognition in the field of labor legislation are unlimited for the woman who has the initiative to make her own job; for the hack worker there is no opening. To a lesser degree the remuneration is responsive to the talent of the worker. The girl who chooses joy in her work must necessarily sacrifice the highest monetary rewards. As jobs for women go, however, the work of the specialist in labor legislation is well paid — better than the teacher and better than the average secretary. With increasing recognition of the labor problem it is probable that the expert service of women in the field of labor legislation will win even greater financial rewards.

Financial return — Advantages

MONEY never drew a worker into labor legislation. It is the appeal of tackling social reform by a method which is fundamental, the method of modifying the law by which the industrial community must abide. It is the appeal of creative work. Who would not feel the satisfaction of investigating industrial evils, drafting corrective legislation, and guiding it through the legislature to enactment? Incidentally there is the appeal of keeping in contact with current industrial literature, with statesmen and with the live developments of the day. The work appeals for its bigness. It looks far into the future, it affects State and national policy. Would one exchange for better pay the satisfaction of having moved national legislation one step in the direction of social progress? Surely no one who has experienced that satisfaction.

Reading

"Principles of Labor Legislation" — J. R. Commons and J. B. Andrews. Macmillan.
"History of Labor in the United States" — J. R. Commons and associates. Harper.
"Documentary History of American Industrial Society" — J. R. Commons, ed. Clark.
"Report of United States Commission on Industrial Relations."
"The Attitude of American Courts in Labor Cases" — G. G. Groat. Longmans, Green & Co.
"Labor Laws and their Enforcement" — Susan Kingsbury, ed. Longmans, Green & Co.
"Industrial Democracy" — S. and B. Webb. Longmans, Green & Co.
"The History of Trade Unionism" — S. and B. Webb. Longmans, Green & Co.
"American Labor Legislation Review," published quarterly by American Association for Labor Legislation.

STATISTICAL WORK

THE STATISTICIAN

LUCILE EAVES

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Description of occupation — Definition

A STATISTICIAN is a person skilled in the orderly and effective presentation of large masses of facts.[1] Her services are required in many fields of research: the biologists must have a statistical basis for their investigations of problems of evolution or heredity; nutrition laboratories engaged in studies of the means by which food is converted into energy or living tissues find computing departments indispensable; the astronomers and physicists make extensive use of statistical methods of handling their data; the social sciences require the services of statisticians whenever efforts are made to present in a systematic way, or to discover the significance of, facts connected with large numbers of persons.

Training necessary

GREAT variations in the training required as well as a wide range in the fields of employment are characteristic of this vocation. A bright girl with a secondary school or business college training can learn to do the work of a statistical clerk or enumerator. She should have a natural liking for mathematics and should be very accurate and orderly in all her mental habits. Insurance companies, the financial departments of large business establishments, and the State and Federal bureaus of vital statistics employ many such statistical clerks at salaries somewhat higher than those usually paid to stenographers or secretaries. Ability in operating various computing and tabulating machines increases the usefulness of persons employed in handling statistical data. Women with limited training must expect to serve as assistants and cannot hope to undertake any but the more mechanical parts of the work necessary for the investigation of social or business problems.

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[1] Among the definitions of statistics are: "the science of counting," "the science of large numbers," "the science of averages," "numerical statement of facts in any department of inquiry," "quantitative data affected by a multiplicity of causes." (Secrist, Horace, *An Introduction to Statistical Methods*, 7–9; King, Willford I., *The Elements of Statistics*, 20–23; Bowley, A. L., *Elements of Statistics*, 3–5.)

Thorough training and special fitness for the work are required for persons who wish to undertake the more interesting tasks of planning statistical investigations and of preparing reports of their results. Several years of graduate training in the special field of investigation or extensive business experience are necessary to familiarize the investigator with what has been accomplished by other students and to acquaint her with the subjects about which further information is desirable. This thorough general knowledge of the science to which it is proposed to make new contributions must be supplemented by familiarity with the rules which govern statistical research. Thus the investigator of labor topics needs a knowledge of economic history and theory and must also be trained in the technique of statistics; the biological investigator must combine a thorough study of the natural sciences with a command of statistical methods; a knowledge of political science or of modern public health activities is necessary for the intelligent handling of vital statistics. Training alone will not produce the highest types of statisticians; a mental grasp of the relations between large groups of facts, originality in interpreting their meaning, and literary ability which will make possible their clear and forceful presentation are rarely attained without a certain inborn fitness for these higher mental activities.

Where training may be obtained

GRADUATE students are given some guidance in statistical research in many of the larger universities. The New School of Social Research in New York trains students for such work, and the Research Department of the Women's Educational and Industrial Union of Boston offers a professional research course for women. University graduates who cannot obtain special training may learn methods of statistical investigation by studying the publications of the United States Bureau of Labor Statistics, of the American and foreign statistical societies, and of the numerous public health, engineering, and business periodicals which contain articles presenting the results of statistical studies of special problems.

Financial return

The compensation of statisticians varies with training and ability. Statistical clerks earn from $800 to $1500. Women who are capable of planning an investigation and of writing the report easily command salaries of $1500 to $2000, and when their work becomes better known, they may earn $2500. The demand for the services of statisticians is increasing rapidly, as it is becoming common for large business houses to maintain research departments, and modern legislative or social betterment activities are accompanied frequently with careful statistical studies of the phenomena with which they deal.

Suggested reading

"Statistics" — W. B. Bailey and John Cummings. McClurg & Co. Chicago, 1917.

"Elements of Statistics" — A. L. Bowley. London, 1907.

"The Nature and Purpose of the Measurement of Social Phenomena." — A. L. Bowley. London, 1915.

"Graphic Methods for Presenting Facts" — W. C. Brinton. New York, 1914.

"Business Statistics" — Melvin T. Copeland. Harvard University Press. Cambridge, 1917.

"The Elements of Statistical Method" — W. I. King. New York, 1914.

"An Introduction to Statistical Methods" — H. Secrist. New York, 1917.

VOCATIONAL GUIDANCE

THE VOCATIONAL ADVISOR IN COLLEGES

CATHERINE FILENE

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Description of occupation

THE occupation of vocational counselor in colleges is as broad as the ability of the counselor permits. The advisor obtains information from all available sources regarding opportunities for a life-career and keeps a record of the students whom she advises so that they can be reached when information is at hand which bears on their interests. New sources must be continually looked for and new contacts made with schools, industries, and those who are associated with all forms of business enterprises as well as social service activities. Information is collected regarding the occupations, preparation necessary, qualifications desirable for success, financial return and advantages and disadvantages. This information is for the use of those who are about to choose a career or those who have become dissatisfied with the work in which they are engaged. The advisor suggests careers for women and also courses which are desirable as a foundation and background for the different occupations. She holds conferences with students to discuss their future work and she often addresses groups.

The advisor also plans meetings at which people active in various work address the students. Round-table conferences are often arranged so that students may meet informally with men and women who are authorities in their particular lines of activity.

The deans in some colleges assume the duties of an advisor.

The vocational advisor either devotes her entire time to one college or has two or three colleges to which she gives her services. She is in contact with such organizations as the Bureau of Vocational Information and the Intercollegiate Vocational Guidance Association.

Preparation necessary

A broad, general education is a necessity. A high-school and college training plus graduate work is desirable. The advisor should have employment experience in order to understand the qualifications which the employer expects for various types of workers. Undergraduate courses recommended are: economics, sociology, psychology, education, law, and social ethics. There are courses given for vocational advisors at Harvard University, Columbia University, and some state universities. Further information regarding these courses can be obtained from the Vocation Bureau at Harvard University.

Opportunity for advancement

The opportunity for advancement is rather indefinite as the field is, comparatively, a new one. Being in contact with new vocations, the advisor is constantly informed of work for which she herself may qualify.

Financial return

The financial return differs according to the position held. The salary varies from $1200 to $3000 a year.

Qualifications desirable for success

It is necessary to have a sincere interest in people and their activities. One should have keen judgment, tact, a student's attitude toward her work, ability in addressing groups, and a pleasing personality.

Advantages and disadvantages

The advantages are contacts with people engaged in all kinds of activities. The work is not confining, but as a rule the hours are not definite. Each person with whom the advisor meets represents a new problem so that the work is always interesting and never becomes dull.

The occupation being a new one, one meets the obstacles which confront all pioneers.

Supply and demand

With the increased realization of the value of the work there is no doubt that the supply of adequate advisors will be less than demand. The best way to secure such a position is to get into direct communication with the heads of the college in which one wishes employment.

Reading

"Women and Work" — Helen M. Bennett.
"The Vocational Guidance Movement" — John M. Brewer.
"Readings on Vocational Education" — Meyer Bloomfield.
"Democracy and Education" — Dewey.
"Learning to Earn" — Lappe and Mote.
"Beginnings in Industrial Education" — Hanus.
"Industrial Education" — Leake.
"The Law as a Vocation" — Allen.
"Women's Employment," a bi-monthly paper published by the Women's Employment Publishing Company, London, England.
"Vocational Education" — Snedden.

THE VOCATIONAL ADVISOR IN PUBLIC SCHOOLS

JANE L. FOX

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Description of occupation

Vocational guidance in the schools is a service arising from the modern desire for efficiency, not only in industry, but in education. The governing motive in education is no longer mere culture; it is service. It is still a matter of self-development, but not for selfish pleasure in the enjoyment of the refinements of life; it is, instead, an attempt to develop one's talents and capacities so that one can do his proper share in the work of the world and contribute toward the progress of society. To help young people to know something of vocations, to discover their own talents and capacities, to realize their opportunities, to decide on their future work, and to plan their education wisely are the main problems of the vocational advisor. In some schools vocational guidance is administered through a "life-career" class, with such a book as "Occupations," by Gowin and Wheatley, or "Vocational Civics," by Giles, as the text. The guiding may be done by the vice-principal, the teachers of civics or of English, a vocational advisor, or a vocational committee. Perhaps the work can be done best by a vocational director on full time, who confers with pupils, parents, and the other teachers concerning the welfare of the pupils to be guided; who supervises some sort of vocational guidance through class-work; who collects and promulgates information concerning conditions in various kinds of work; who helps to keep the curriculum well-balanced and efficient; who gets together files, and makes use of numerous records of interests, achievement, character, health, intelligence, experience, reading, and plans of pupils; and who points the way to satisfactory work or further preparation and training.

Preparation and training necessary

The general point of view obtained through college education plus observation and experimentation is a better equipment for a vocational advisor than actual experience in some kind of work or even in several occupations. It is a rare person who is not somewhat narrowed by technical education or technical teaching; and genuine experience that would be extensive enough to broaden the view would take such a length of time as to be impracticable for the prospective vocational advisor. College subjects that would help directly are psychology, economics, sociology, and education, in their various phases. Contact with young people as a social worker or in a practice school will show the college student some of the avenues of approach and some of the information needed for vocational guidance. Courses in vocational guidance are offered in the departments of education in a limited number of colleges during their regular sessions, and many more offer such courses during the summer sessions, which are intended for teachers particularly. Normal schools are, of course, instructing their students in vocational and educational guidance. Teachers College of Columbia University and Harvard University list in their catalogues regular courses in vocational guidance.

Opportunity for advancement

The teacher who starts out in a small way to introduce vocational topics and advising in her class-work in an academic or vocational subject may specialize to such an extent that she will be allowed part or full time to devote to the organization and administering of vocational guidance in the high school or even the city school system. She may have opportunities to become an employment manager in a commercial or industrial plant. This sort of job would probably mean an advancement in salary, but a narrowing and a specialization in work, since it would demand an expert knowledge of one industry. If the vocational advisor works in a high school, she will receive the regular salary of a head of department if her efforts bring results sufficiently important. If she has more extended duties throughout the school system, she will probably be considered worthy of the pay accorded a supervisor.

Advantages and disadvantages

This occupation has the advantage of all social work in that it deals with problems of vital importance. However, it is often most disheartening because of adverse conditions and neglect of opportunities. It is wonderfully constructive and broad in its scope; but it is necessary to proceed largely on faith, for youth is naturally ungrateful and results are difficult to ascertain, especially after the youth has entered his life-work. Vocational advising is mainly an office job, involving endless confidences, research work, filing of statistics, correspondence, and counsel. The only relief from office work is reading and contact with workers in as diversified a number of occupations as one can investigate. A disadvantage that any ex-classroom teacher will feel is the tendency to regard young people as "cases" that are studied occasionally instead of young friends met daily in the classroom. On the other hand, there is no chance for monotony in the day's or year's work of a vocational advisor. The writer has had no regret over changing from the job of an English teacher to that of vocational and educational advisor.

Qualifications desirable for success

THE person who undertakes to guide young people in their education and life-careers should be open-minded yet conservative, sympathetic yet sensible, analytical yet human, capable of handling infinite detail yet discriminating in a grasp of essentials and main issues, personal yet altruistic; in short, intelligent and sensible.

Extent of the occupation

THE work is so new that statistics as to its extent are not available. Judging by published statements and articles, it has been introduced scatteringly all the way from Boston to Los Angeles. In California some seventy-five high schools have teachers who are devoting a part or all of their time to the work of vocational advising. This number will be greatly increased in the school-year 1920–21, when a new compulsory part-time law goes into effect, for this law specifies that vocational and social guidance shall be administered to all persons under eighteen who come under the law. Undoubtedly the demand throughout the United States for vocational advisors will increase steadily for some years to come.

Suggested reading

A BIBLIOGRAPHY of vocational information would be too extensive for the present article, but a few titles can be given which will supply reading-matter for one interested in finding out about vocational guidance as an occupation.

"The Vocational Guidance Movement" — John M. Brewer. Macmillan, 1918.

"Readings in Vocational Guidance" — Meyer Bloomfield. Ginn, 1915.

"Vocational and Moral Guidance" — Jessie B. Davis. Ginn, 1914.

"Vocational Civics" — F. M. and I. K. Giles. Macmillan, 1919.

"Occupations" — Gowin and Wheatley. Ginn, 1916.

"Vocational Information." Leland Stanford Junior University Bulletin, 1918.

Bibliographies will be found in these books and in "A Selected Critical Bibliography of Vocational Guidance," by John M. Brewer and Roy M. Kelly, Harvard University Press, 1917. Some interesting bulletins published by the Bureau of Education, at Washington, are Numbers 14, 19, and 24, entitled "Vocational Guidance," "Vocational Guidance in High Schools," and "Vocational Guidance and the Public Schools," respectively.

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Bureau of Pageantry and Drama, Y.W.C.A., New York City, 112.
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